

**DESIGNING APPROPRIATE ENGLISH LEARNING MATERIALS  
FOR THE SIXTH GRADE STUDENTS OF SD N PALIYAN IV  
GUNUNGKIDUL**

**A Thesis**

**Submitted as Partial Fulfillment of the Requirements for the Attainment of  
the *Sarjana Pendidikan* Degree in English Language Education**



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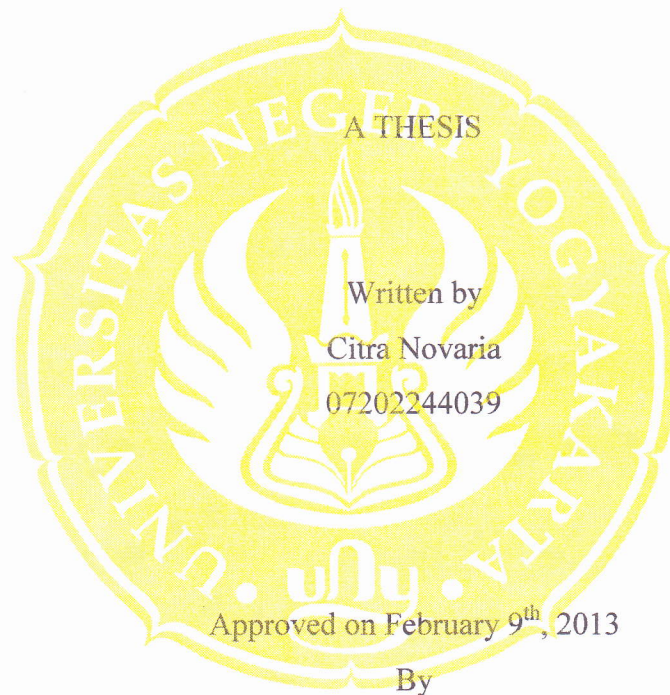
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FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

**2013**

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FOR THE SIXTH GRADE STUDENTS OF SD N PALIYAN IV  
GUNUNGKIDUL



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FOR THE SIXTH GRADE STUDENTS OF SD N PALIYAN IV  
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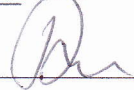

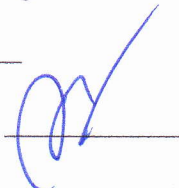
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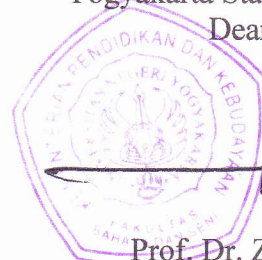
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Penulis



Citra Novaria



## **MOTTOS**

"Great teachers empathize with kids, respect them, and believe that each one has something special."

~Ann Lieberman~

"Winners never quit and quitters never win."

~anonymous~

## **DEDICATIONS**

This thesis is lovingly dedicated to:

My beloved father and mother  
(Subagyo and Asih Mulati)  
who always give me prayers and support

My beloved brother and sister  
(Noventa and Liza)  
who always cheer my days up

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Finally, I do hope that this thesis will be useful for the readers although I know this is far from being perfect. Therefore, I greatly appreciate any criticisms, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, March 15, 2013



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# **DESIGNING APPROPRIATE ENGLISH LEARNING MATERIALS FOR THE SIXTH GRADE STUDENTS OF SD N PALIYAN IV GUNUNGKIDUL**

**By**

**Citra Novaria  
07202244039**

## **Abstract**

The objectives of this research study were 1) to identify the needs of grade six students at SD N Paliyan IV in learning English, 2) to design appropriate learning materials for grade six students of SD N Paliyan IV in the first semester.

The type of this research was Research and Development (R&D). The goal of this research study was to design an educational product in the form of student's book. The steps were conducting needs analysis, writing the first draft, doing expert judgment, writing the second draft, trying-out the second draft, evaluating the second draft, and writing the final draft. Quantitative and qualitative data were collected in this research study. The quantitative data were obtained by administering questionnaires and were analyzed by the descriptive statistics. The qualitative data were obtained by doing observations and interviews and analyzed qualitatively.

Target needs and learning needs were analysed to identify the needs of the students. In terms of the target needs, necessities, wants, and lacks were analyzed. In relation to the necessities, the students studied English in order to be able to achieve the goals which implicitly mentioned in the standard competences and basic competences. In terms of the wants, the data showed that the students studied English because they want to be able to use English to communicate. In terms of the lacks, the data showed that the students were poor on vocabulary mastery and pronunciation. In terms of the learning needs, the data showed that the students preferred to have activities like doing 'listen and do' activity, playing communicative games, reading aloud, doing comprehension questions, and writing short functional text. Three units were designed in this research study. Each unit consists of 18 tasks to develop the four skills. The tasks were designed by considering the six components of task proposed by Nunan (2004). They were sequenced using Nunan's 'psycholinguistic processing' approach (2004). The quantitative data analysis showed that the tasks are appropriate as indicated by the mean value of the data ranging from 3.13 to 3.77. The qualitative data analysis showed that an appropriate goal was to develop the four skills of the students (listening, speaking, reading, and writing). Appropriate inputs were dialogs and monologs which were interesting, comprehensible and not too long. An appropriate procedure was a procedure which consisted of some interesting activities. An appropriate setting was a setting which was determined based on the type of the task, the level of the difficulties, and the students' ability. Appropriate learner role was as active learners. Appropriate teacher roles were as an instructor, observer, informer, and a facilitator.



# **DESIGNING APPROPRIATE LEARNING MATERIALS FOR THE SIXTH GRADE STUDENTS OF SD N PALIYAN IV GUNUNGKIDUL**

## **CHAPTER I INTRODUCTION**

### **A. Background to the Study**

Directorate of Elementary School Development (2008:1) stated that education should be in line with the development of knowledge, technology, and information. As a consequence, since 1994 English has been introduced to Elementary School students in Indonesia. In some Elementary schools, English is taught as a local content subject.

Nowadays the government specifically gives attention to the English teaching and learning in Elementary Schools by implementing curriculum 2006 through local content curriculum. Teaching English to children at the Elementary Schools is meant to make the students able to be involved in simple communication. Directorate of Elementary School Development (2008:1) states that the English teaching and learning in Elementary Schools is aimed to achieve the performative level. Elementary school graduates are required to be able to understand instructions in the classroom or school area, doing interaction in the context of school or daily environment, reading and writing simple words which are related to children's life.

SD N Paliyan IV is one of Elementary Schools which introduce English for the fourth grade students up to the sixth grade students. Since 2006, English has been taught in SD N Paliyan IV as a local content subject. The performative level should be achieved by Elementary School graduates, but in fact, achieving this goal is quite difficult. One of the factors that can support the English teaching and learning is the learning materials. In this school, there is only one kind of textbooks which is usually used in the process of teaching and learning. The available textbooks are not enough to help the students to achieve the goal. Some of the activities in the available textbooks do not help the students to be able to communicate in English because most of them are only focus on grammar and vocabulary. The communicative aspects are less noticed.

As stated by the ministry of national education's regulation No 22:2006, Standard of Competence and Basic Competence (*SK/ KD*) must be used as the main basis to develop learning materials, and learning activities. In fact, some activities in the available textbooks are not suitable with the Standard of Competences and Basic Competences (*SK/ KD*).

To solve this problem, appropriate learning materials are needed to support the English teaching and learning. In fact, English teachers usually find difficulties in finding or designing appropriate learning materials. Therefore, in this study, the researcher tries to solve this problem by designing appropriate learning materials.

## **B. Identification of the Problems**

SD N Paliyan IV is one of the Elementary Schools located in Gunungkidul, Yogyakarta. In this school, English is taught from the fourth grade up to the sixth grade. It is taught as a local content subject. The aim of English teaching and learning process in Elementary Schools especially in the sixth grade of SD N Paliyan IV is not only to give the students basic knowledge of English for the next level of education, but also to help them to reach the performative level.

In SD N Paliyan IV, English is taught once a week. The duration of each meeting is about seventy minutes. The teaching of English there includes the four skills. Those are listening, speaking, reading, and writing. According to Directorate of Elementary School Development (2008:18) the materials which are given to students have to be related to students' daily life. To reach the aims of English teaching and learning for Elementary school students, appropriate learning materials are needed.

As stated before, some of the activities in the available textbooks do not help the students to be able to communicate in English because most of them most only focus on grammar and vocabulary. The communicative aspects are less noticed. In addition, the textbook only encloses a few language functions. In fact, the students need various language functions which can help them to be able to interact in English in the context of classroom or school. Some of the tasks in the textbook are too easy for the students so that it is less challenging. The textbook also

only contain a few interesting activities such as playing games and singing. Besides, some of the activities do not suit to the Standard of Competence and Basic Competence (*SK/ KD*) for Elementary school. The worksheets which are used are too difficult for some students because there are many unfamiliar vocabularies and some of the instructions are difficult to understand. In conclusion, the materials which are used are not suitable to the needs of Elementary school students in which they need to be able to interact in English in the context of classroom or school.

To support the process of English teaching and learning, those materials are not enough. Supplementary materials, students' book, workbook, the teacher's book, evaluation (test) book, enrichment materials, and task books are needed to support the process of English teaching and learning. The students need these kinds of materials which enable them to reach the goal of the English teaching and learning in this school.

### **C. Limitation of the Problems**

Designing all the materials stated previously will be very hard and long work. Concerning the limitations that the researcher has, a research focusing on the designing appropriate learning materials for the sixth grade students of SD Paliyan IV semester one will be conducted. This research will focus on students' book. The appropriate English learning materials in form of students' book refer to the first semester of the sixth

grade in SD N Paliyan IV. The designed learning materials hopefully can give contribution on the English teaching and learning in this Elementary School.

#### **D. Formulation of the Problem**

Based on the general background of the study above, the researcher formulates the problem as follows:

1. What are the needs of grade sixth students at SD N Paliyan IV in learning English?
2. What are the appropriate learning materials for the sixth grade students of SDN Paliyan IV Gunungkidul in semester one?

#### **E. Research Objective**

Corresponding to the formulation of the problem, the objectives of this research are:

1. to identify the needs of grade sixth students at SD N Paliyan IV which are needed to design the appropriate learning materials.
2. to design appropriate learning materials for sixth grade students of SD N Paliyan IV in the first semester.

#### **F. Research Significance**

This research is expectantly hoped to give a valuable contribution to the following parties:



1. To the English Department, the researcher hopes that the result of this research study can be a reference for materials development, especially for the development of appropriate learning materials for the sixth grade students.
2. To the other researchers who want to design English learning materials for Elementary school students, the result of this study can be used as a reference.
3. To Elementary School English teachers, the result of this study can be used as a reference for teaching Elementary School students.
4. To Elementary School students, the designed learning materials can be used in the process of English teaching and learning.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

Designing appropriate English learning materials for the sixth grade students is the main objective of this research study. Some considerations are needed for designing the materials. For that reason, theories of teaching English in Elementary Schools, communicative language teaching, and learning materials design will be presented before the conceptual framework for this study drawn.

#### **A. Literature Review**

##### **1. Teaching English in Elementary School**

As stated previously, this study is focused on designing appropriate learning materials for the sixth grade students. The sixth grade students of Elementary school can be classified as young learners. Theories of characteristics of young learners and the principles of teaching English for young learners will be valuable to help the researcher in designing the learning materials.

##### **a. Characteristics of Young Learners**

Designing materials should be adjusted with the need, the interests, and the level of the learners. To find the information about their interest and their ways in learning a language, it is important to know the characteristics of young learners. Thus, theories of the characteristics of young learners are discussed as follows.

There are some positive and negative characteristics of young learners proposed by some experts. Cameroon (2001:1) proposes a positive characteristic of young learners. According to him, they are often more enthusiastic and lively

as learners. A class atmosphere can be affected by the enthusiasm of the learners and teacher. Thus, the teacher also has to be able to teach them enthusiastically to create a good class atmosphere.

In relation to the positive characteristics of children proposed by Cameroon (2001:1), Piaget (in Cameron, 2001:2-4) has a similar view about children. According to him, children are active learners and thinkers. They usually construct their own knowledge by interacting with the world around them and solving problems that are presented by the environment. Knowing Piaget's idea that children adapt through experiences with objects in their environment, it can be seen that environment provides the setting for development through the opportunities which can make the children do actions. In the context of teaching and learning, this idea can be implemented since classroom activities can create and offer opportunities to learners for learning.

Vygotsky in Pinter (2006: 10) also gives his view related to the positive characteristics of young learners. According to him, they learn based on their social interactions. The social environment, the cultural context, the interaction between children and his peers, teachers, and parents are major sources of learning development. He points out that the social environment has an important role to play. Based on Vygotsky's view, it can be concluded that in the classroom context, the teacher has to set social environment that provide opportunities to use English as a mean of communication.

In another side, there are some negative characteristics of young learners proposed by some experts. According to Cameron (2001:1), they usually lose

interest more quickly, get bored easily if they find a boring activity or an activity that they don't quite understand, feel difficult to keep themselves motivated on tasks which are too difficult for them. They also feel difficult to talk about metalanguage. Considering these negative characteristics, the activities within the learning materials should be interesting and could be understood by the learners. Grammar should be taught communicatively.

Similar to Cameron's idea above, Pinter (2006:2) says that young learners generally have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet. Based on this characteristic, a teacher should teach grammar in an appropriate way, for example by giving real examples which are communicative and easy to understand by young learners.

In addition, Pinter (2006:2) also says that young learners have limited reading and writing skills even in their first language. Concerning with this characteristic, reading and writing materials for young learners should be designed by considering their skill. Reading and writing tasks for young learners should not be too easy or too difficult.

#### **b. The principles of Teaching English to Young Learners**

In language teaching, there are three aspects which should be considered. Those are who the learners are, where they are, and why they are learning (Brown, 2001: 86). In relation to the first aspect (who the learners are), Brown (2001: 86) states that the learner variable of language proficiency consists of three levels; beginning, intermediate, and advanced. The sixth grade students can be classified

as beginners. Knowing the principles of teaching English to young learners then will be important to find out the appropriate ways for teaching and the appropriate activities for them.

In relation to the teaching English to young learners, Brown (2001: 87) propose five categories which can be used as the principles of teaching English to young learners. The first category is intellectual development. Young learners are centered on the concept of here and now. They certainly cannot understand the metalanguage which is used to describe and explain linguistic concepts. Considering this thing, Brown (2001:87) gives some good rules for the teaching English to young learners. The rules are stated as follow:

- Don't explain grammar using terms like "present progressive" or "relative clause".
- Rules stated in abstract terms ("To make a statement into a question, you add a do or does") should be avoided.
- Some grammatical concepts, especially at the upper levels of childhood, can be called to learners' attention by showing them certain patterns ("Notice the *ing* at the end of the word) and *examples* ("This is the way we say it when it's happening right now: I'm walking to the door".)
- Certain more difficult concepts or patterns require more repetition than adults need. For example, repeating certain patterns (without boring students) may be necessary to get the brain and the ear to cooperate.

Because young learners are centered on the concept of *here and now* and they cannot understand the metalanguage which is used to describe and explain linguistic concepts, a teacher has to explain about grammar in appropriate ways. In explaining about grammar, a teacher should not use difficult term such as *present progressive*, *past tense*, etc. It is better for the teacher to give the real use of a certain pattern and then let the students do more repetition of a certain pattern to get their brain and the ears to cooperate.

The second category proposed by Brown (2001:88-89) is attention span. According to him, it is not true that children have short attention spans. Short attention spans happen when children have to deal with the material that is boring, useless, or too difficult for them whereas sometimes there are difficult materials that should be learnt. To solve this problem, a teacher has to be able to deliver the material in interesting ways and fun activities. To make the language lessons interesting, lively, and fun, Brown (2001:88-89) suggests some tips. Firstly, activities should be designed to capture their immediate interest because children are focused on the immediate *here and now*. Secondly, learning activities should be varied to keep their interest and attention alive. Thirdly, a teacher needs to be animated, lively, and enthusiastic about the subject matter because it can make the students keep spirit and minds alert. Fourthly, a sense of humor will go a long way to keep children laughing and learning. Lastly, because children have a lot of natural curiosity, a teacher should be ready to face their curiosity whenever possible so that the teacher can help them to maintain their attention and focus.

The third category proposed by Brown (2001:89) is sensory input. According to him, all five senses of the children should be stimulated. Brown (2001:89) gives some tips related to the sensory input. Firstly, an English lesson should be peppered with physical activities, such as role-playing, playing games, or doing Total Physical Response activities. Secondly, projects and a set of activities should be used to help them to improve their English. Audiovisual aids like videos, pictures, tapes, music can be used as sensory aids that can help children to internalize concept. Lastly, a teacher also has to use nonverbal

language because children will indeed attend very sensitively to the teacher's facial features, gestures, and touching. The tips above should be implemented in the teaching of English for young learners because it can help them to stimulate their five senses so that they can follow the lesson well.

Affective factor is the fourth category proposed by Brown (2001:89). Children are often innovative in language forms but still have barriers. Consequently, a teacher should help them to overcome such potential barriers. It can be done by helping them to laugh with each other at various mistakes that they all make, being patient and supportive to build self-esteem, and making them actively participate such as by giving them opportunities for trying things out.

The fifth category proposed by Brown is authentic and meaningful language. According to Brown (2001:90), children are focused on what a new language can actually be used for here and now. A whole language is important. If a language is broken into too many bits and pieces, students won't see the relationship to the whole. The teaching of a language should use authentic and meaningful input. Story lines, familiar situations and characters, real-life conversations can make the teaching of English be meaningful and contextual. A teacher should not teach English using isolated and unconnected sentences because children usually feel difficult to use those isolated and unconnected sentences to communicate in the real-life conversations.

## **2. The School-Based Curriculum in Elementary School**

Before the theory of School Based Curriculum in Elementary School is discussed, it is important to know about what a curriculum is. The word

‘curriculum’ has a large definition. Nunan (1989:14) uses the term curriculum to refer to all aspects of planning, implementing, evaluating, and managing an educational programme. In addition, Tyler (1949, in Nunan 1989:14) says that there are three main steps in developing a rational curriculum. The first step is identifying the goals and objectives of an educational programme. The second step is listing, organizing, and grading the learning experiences. The last step is finding means for determining whether the goals and objectives have been achieved.

The curriculum which prevails in Indonesia is the *School Based Curriculum*. The School-Based Curriculum is developed by each school and its school committee based on *Standar Isi* (Standard Competences and Basic Competences) and the curriculum guidance which is designed by *BSNP (Standar isi, 2006:9)*. Thus, in developing the curriculum, it is important for each school to have a good relationship and cooperation with the school committee.

Curriculum for Elementary School covers eight main subjects, one local content subject, and *Pengembangan Diri (Standar Isi, 2006:11)*. In Elementary School, English is taught as a local content subject. According to *Standar Isi (2006:11)*, a local content subject is a curricular activity to develop students’ competence. A local content subject is chosen by each school by considering some factors, such as the characteristics and the potential of each region. As stated previously, English has been taught in Indonesia since 1994 as a local content subject.



Since the Standard of Competences and Basic Competences are two of the considerations which are used in developing a School-Based Curriculum, Standard Competences and Basic Competences need to be discussed. In *UU No. 22:2006* about *Standar Isi* for Elementary school, the Standard of Competences and Basic Competences are attached. Since this study is focused on designing appropriate English learning materials for the sixth grade students in semester one, the *SK/KD* for the sixth grade are important to discuss. The *SK/KD* for the sixth grade, semester one are as follow:

**Table 2.1: The Standard competences and Basic Competences of the Sixth Grade**

<b>Standard Competences (SK)</b>	<b>Basic Competences (KD)</b>
<b>Listening</b> 1. <i>Understanding very simple instructions and information by doing actions or giving responds orally in the context of students' surrounding</i>	1.1. <i>Responding to very simple instructions by doing actions both in the classroom and out of the classroom acceptably</i> 1.2. <i>Responding to very simple instructions by doing actions in various games acceptably</i> 1.3. <i>Understanding spoken stories with the aid of pictures acceptably</i>
<b>Speaking:</b> 2. <i>Expressing very simple instructions and information in the context of students' surroundings</i>	2.1. <i>Being engaged in a conversation to participate in acceptable actions which involve expressions for giving examples to do something, giving commands, and giving directions.</i> 2.2. <i>Being engaged in conversations to ask or give certain things or helps which are acceptable and involve actions and functions for asking for help, giving help, asking for things, and giving things</i> 2.3. <i>Being engaged in conversations to ask or give information which are acceptable and involve expressions for; remembering, expressing like or dislike, asking for quantity, asking for conditions, giving commentary, giving opinion, and suggesting something.</i> 2.4. <i>Expressing good manners which are acceptable and involve some expressions, such as; Would you please ... and May I</i>

<b>Reading:</b> 3. <i>Understanding very simple short functional texts and pictured descriptive text in the context of students' surrounding.</i>	3.1. <i>Reading very simple short functional texts with the correct pronunciation and intonation.</i> 3.2. <i>Understanding very simple pictured descriptive texts in the contexts of students' surrounding.</i>
<b>Writing:</b> 4. <i>Writing very simple short functional texts in the context of students' surroundings.</i>	4.1. <i>Writing very simple short functional texts</i> 4.2. <i>Writing very simple greeting cards acceptably</i>

The Standard of Competences and Basic Competences must be used as the basis to design learning materials and learning activities (Directorate of Elementary School Development, 2008:16). In this study, the learning materials for the sixth grade students must be designed based on the Standard of Competences and Basic Competences above.

### 3. Communicative Language Teaching (CLT)

To know the appropriateness of the finished product, it is implemented to the sixth grade students. While the implementation occurs, Communicative Language Teaching (CLT) is used in the teaching and learning process in the classroom. Thus, it is important to know the definition of Communicative Language Teaching (CLT). There are some definitions of Communicative Language Teaching (CLT). According to Nunan (2003) in Linse (2005:56), Communicative Language Teaching is an approach that connects classroom-based language learning with the language which is needed by the learners to help them to communicate outside of the classroom. In the case of teaching English to young learners, it is necessary to connect classroom learning to the children's real-life

situations where children use language. Based on this definition, it can be concluded that the teaching of English for children has to be contextual.

In relation to the definition of Communicative Language Teaching (CLT) stated by Nunan above, Linse (2005:56) states that it is necessary to consider the type of language that children need in order to communicate in specific situations. For example, if children are talking about a birthday party they had, they will need to know the past tense. It means that CLT is useful in children's daily life.

Meanwhile, Harmer (2002:84) defines Communicative Language Teaching (CLT) as a set of beliefs which covers not only what aspects of language to teach, but also an emphasis in how to teach. The 'what to teach' aspect is focused on the significance of language functions rather than grammar and vocabulary. The 'how to teach' aspect is related to the idea that plentiful exposure to language in use and plenty of opportunities to use the language are vitally important for a student's development of knowledge and skill. In this case, a teacher has to provide as many as opportunities for the students to use the language in the real communication. It can be implemented through the use of communication games, such as guessing game and survey game. For example, to teach about how to express like or dislike, a teacher can use a communication game named survey game. In this game, the teacher firstly gives a real example by asking some of his or her students whether they like a certain thing by using an appropriate expression. After that, he or she may ask his/her students to walk round the class and ask their friends whether they like a certain thing or not by using the appropriate expression. By using such kind of this communication game,

a teacher has provided an opportunity for the students to use the language communicatively in a real communication.

To understand deeper about CLT, it is also important to know two components of CLT that will be explained briefly as follows, i.e. the characteristics and the principles of CLT.

#### 1) The Characteristics of CLT

Brown (2001:43) proposes six characteristics of CLT. The six characteristics are stated as follow:

- a) Classrooms goals are focused on all of the components (grammatical discourse, functional, sociolinguistics, and strategic) of communicative competence.
- b) Language techniques are designed to make the learners can be engaged in the pragmatic, authentic, functional use of language for meaningful processes. In this case, aspects of language that enable the learners to be engaged in a pragmatic, authentic, and functional use of language is more important rather than organizational language forms.
- c) Fluency is more important than accuracy in order to keep learners meaningfully engaged in language use.
- d) Students in a communicative class have to use the language productively and receptively. Classroom tasks must equip students with the skills necessary for communication in the real context.

- e) Students are given opportunities to focus on their own learning process through their own learning styles and through the development of appropriate strategies for autonomous learning.
- f) A teacher has roles as a facilitator and a guide, not a person who just simply transfers his or her knowledge to the students.

Based on the characteristics of CLT proposed by Brown above, it can be concluded that all of components (grammatical discourse, functional, sociolinguistics, and strategic) should be the focus of the classroom goals. To achieve the goals, language techniques which are used should enable the learners to use the language for meaningful processes. Thus, a teacher has to choose language techniques by concerning whether those language techniques can help the learners to use the language for meaningful processes or not. Since the learners are required to be able to use the language in the meaningful processes, they have to get opportunities to use the language productively and receptively. To help the learners use the language productively and receptively, a teacher should not act as a person who just transfers his or her knowledge, but he or she should has roles as a facilitator and a guide.

## 2) The Principles of CLT

Richards (2006:13) proposes the principles of Communicative Language Teaching summarized as follows.

- a) Make real communication the focus of language learning.
- b) Provide opportunities for learners to experiment and try out what they know.
- c) Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.
- d) Provide opportunities for learners to develop both accuracy and fluency.

- e) Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.
- f) Let students induce or discover grammar rules.

Based on the principles proposed by Ricards (2006:121) above, it can be summed up that language learning has to help the learners be able to use the language in a real communication. Thus, like what is stated by Brown (2001:43), learners should be given opportunities to try out the language they know. When the learners try to use the language, the teacher should be tolerant of errors made by them because learners' errors indicate that the learners try to build his or her communicative skills.

In conclusion, students must be communicatively active. Students are expected to use English in the classroom as a mean of communication. In implementing the materials, the teacher can act as a facilitator and learners act as participants who should use English as a mean of communication in the classroom.

In implementing the product, some methods are used. The following methods are used in implementing the English learning materials.

#### **a. Total Physical Response (TPR)**

Asher (1997, in Linse, 2005:30) states his finding related to how children learn a new language. He says that children are so good at developing language skills if they learn by doing. Based on his finding, he developed a method known as *Total Physical Response (TPR)*. In this method, young language learners have to respond to oral commands which are given. They are expected to respond non-verbally to commands before they are expected to speak. Asher proposes some

steps of *Total Physical Response (TPR)* method. Firstly the teacher has to give an oral commands while he/she demonstrate it in a certain action. For example, he/she may says *sit down* while she sits down on his/her chair. Secondly, the students have to respond physically when they hear commands which are said by their teacher. Thirdly, they have to listen and repeat the commands said by the teacher.

Based on Asher's finding, it can be concluded than young learners can develop their language skills well if they learn by doing. *Total Physical Response (TPR)* can be used as an appropriate method to teach English, especially to improve students' listening and speaking skills. Thus, this method is used in impelementing the finished product (English learning materials for the sixth grade students), especially in implementing the listening tasks.

#### **b. Presentation, Practice, and Production (PPP)**

Presentation, Practice, and Production (PPP) is one of the teaching method which is suggested by Directorate of Elementary School Development (2008:25). Thus, this method is also used in implementing the finished product (English learning materials for the sixth grade students). Directorate of Elementary School Development (2008:25) proposes the phases of this teaching method as follows.

##### **1) Presentation**

Presentation is the first phase in PPP method. In this phase, the teacher introduce the new language and how to use it in communication. The input texts given in this phase should be contextual and realistic.

## 2) Practice

Practice is the second phase in PPP method. In this phase, the students are given an opportunity to practise the new language in a controlled activity.

## 3) Production

The last phase in PPP method is production. In this phase, the students are given a freer activity to use the new language.

In addition, Harmer (2001:80) also proposes the procedure of this method. In this procedure, first, the teacher introduces a situation which contextualises the language to be taught. After that, the language is presented. Next, the students practise the language using accurate reproduction techniques such as choral repetition (Where the students repeat a word, phrase, or sentence all together with the teacher 'conducting'), individual repetition (where individual students repeat a word, phrase, or sentence at the teacher's urging), and cue-response drills (where the teacher gives a cue and the students makes the desired response).

Based on the theory above, it can be concluded that PPP is a language teaching method which can be used in implementing the product of this research study. The activities should be given from the guided, semi guided, and free guided activity.

## **4. Designing Learning Material for Elementary School Students**

### **a. Learning Materials**

Since the objective of this study is to design appropriate English learning materials, it is important to know about what is meant by learning materials. The term 'language-learning material' is usually associated with coursebooks. Related



to this view, Tomlinson (1998:2) has a different view about learning materials. According to him, cassettes, videos, CD-Roms, dictionaries, grammar books, readers, workbooks, or photocopied exercises can be included as learning materials. In other words, the term language learning materials can be used to refer to everything which is used to increase the learners' knowledge. In this case, Tomlinson's definition of language learning materials is quite large.

In relation to the definition of learning materials, Pinter (2006:115) states that the most important teaching and learning material that guides teachers' and learners' activities is a coursebook. In this case, Pinter also associates the term of learning materials with coursebooks. According to him, it is important to be aware that no coursebook is perfect. Thus, materials evaluation and materials design is important.

Spratt, Pulverness, and Williams (2005:106) also associate the term learning materials with coursebook. According to them, coursebook materials are all materials in a coursebook package used in the classroom to present and practice language, and to develop learners' language skills. The selection of teaching and learning materials should be based on a need analysis, such as learners' level, language need and interest.

According to the theories above, it can be concluded that learning materials can be associated with coursebooks. Learning materials can be defined as all materials which are used in the classroom to present and practice language, and to develop learners' language skills. In this case, the design of learning materials has to be based on a need analysis, such as learners' level, language

need and interest. A teacher should have knowledge about materials evaluation and materials design since there is not any perfect learning materials in the form of coursebooks.

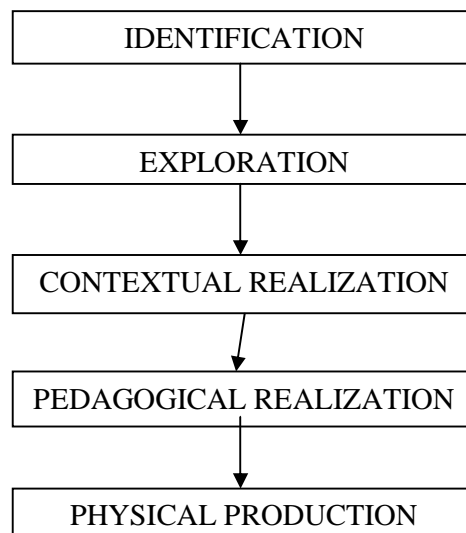
## **b. Learning Materials Design**

### **1) Materials Development**

Since there is not any perfect learning material, materials development is being an important thing because it can help a teacher to have appropriate learning materials which can be used in the classroom to develop the learners' skills. Thus, it is quite important to know what is meant by materials development.

According to Tomlinson (1998:2), materials development refers to anything which is done by writers, teachers, or learners to provide sources of language input and to exploit those sources. Materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, or provide samples of language use. It can be summed up that materials development is a process of providing sources to be used in the process of teaching and learning.

In relation to the materials development, there are various steps involved in the process of materials development. Jolly and Bolitho (in Tomlinson, 1998:96-100) give a framework for materials development. The framework is showed in the form of a flow-diagram as follows.



Based on the flow-diagram above, it can be seen than there are five steps proposed by Jolly and Bolitho. The first step is identification. In this case, the identification is done to know the lacks of the existing materials. The lacks or the problems in the existing materials then will be solved by the creation of the materials. The second step is exploration of the area of need or problem in terms of what language, what meanings, what function, what skills, etc. After doing the exploration step, contextual realization then should be done. In this step, suitable ideas, contexts or texts are used to propose new materials. The contextual realisation then must be done for the proposed new materials. The fourth step is pedagogical realization of materials by the finding of appropriate exercises and activities and the writing of appropriate instructions for use. Physical production is the last step involved in the process of developing materials proposed by Jolly and Bolitho (in Tomlinson, 1998:96-100). In this case, layout, type size, visuals, reproduction, tape length and everything related to the physical appearances of the

new materials should be considered. After these five steps are done, the materials can be used in the classroom, and finally, it is evaluated.

It can be summed up that in designing materials, the materials designers have to consider a number of theories which will guide the materials designers to make appropriate materials. The steps proposed by Jolly and Bolitho (in Tomlinson, 1998:96-100) can be adapted and then used as a guideline in designing the materials.

## **2) The Principles of Good Materials**

To design effective materials, it is important to know the principles of good materials. The principles of good materials then can be used as a guideline in designing the effective learning materials. Thus, theories about the principles of good materials need to be discussed.

Tomlinson (1998:7-21) suggests some principles of the good learning materials. The principles of the good learning materials are stated as follows.

- a) Materials should achieve impact.
- b) Materials should help learners feel at ease.
- c) Materials should help learners to develop confidence.
- d) What is being taught should be perceived by learners as relevant and useful.
- e) Materials should require and facilitate learners self investment.
- f) Learners must be ready to acquire the points to be taught.
- g) Materials should expose the learners to language in authentic use.
- h) The learners' attention should be drawn to linguistic features of the input.

- i) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- j) Materials should take into account that the positive effects of instruction are usually delayed.
- k) Materials should take into account that learners have different learning styles.
- l) Materials should take into account that learners differ in affective attitudes.
- m) Materials should permit a silent period at the beginning of instruction.
- n) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.
- o) Materials should not rely too much on controlled activities.
- p) Materials should provide opportunities for outcome feedback.

The principles of the good materials above are described quite completely. A materials designer has to notice these principles in designing effective learning materials. A material designer has to be aware that the materials that will be designed should achieve positive effects to the students. Good materials are also required to help the students to develop their confidence and use the language in the authentic use to achieve the communicative purposes.

In addition, according to Pinter (2006:115), good materials for young learners are materials which are well designed with attractive features such as colorful visuals, various fun games and tasks, and projects. In conclusion, the

attractive appearance and the types of the tasks can be two factors which determine whether a set of learning materials is good or not. Thus, in designing materials, the appearance of materials should not be ignored. The tasks should also contain various interesting activities such as playing games.

### **c. Unit Design**

A book usually consists of some units and there are a number of tasks in a unit. Richard (2001:264) states that each unit in the materials should:

- give learners something they can take away from the lesson
- teach something that can be used by the learners
- practice learning items in interesting ways
- provide learning experience which is pleasurable
- provide opportunities for individual practice, personalization, and self-assessment of learning.

It can be summed up that a unit within an English book has to give opportunities to practice the new language learnt through the tasks within the unit in order to be useful and pleasurable for the learners. Thus, the units within the learning materials designed in this research study should reflect those principles.

In relation to the unit design, Richard (2001:264) proposes some steps within the process of materials design which consists of a number of units. The first step in designing a material is developing the aims of the program. After that, the objectives of the material are also developed. The next steps are developing a syllabus, organizing the course into units, developing structure for units, and finally, the units must be sequenced.

When the process of writing begins, there are some decisions need to be considered. Those are choosing input and sources and selecting the types of activities within the units. Richard (2001:265) proposes some examples of questions in the design of different kinds of materials which include grammar materials, listening materials, reading materials, writing materials, and speaking materials. The checklists are presented in the following table.

**Table 2.2: The examples of questions in the design of different kinds of materials proposed by Brown (2001:265)**

<b>Kind of Materials</b>	<b>Questions</b>
Grammar materials	<ul style="list-style-type: none"> <li>• Will the new grammar items be presented through the medium of texts, conversational extracts or a corpus of utterances?</li> <li>• How will these be selected?</li> </ul>
Listening materials	<ul style="list-style-type: none"> <li>• Will the source of listening be taken from real-world sources?</li> </ul>
Reading materials	<ul style="list-style-type: none"> <li>• What kind of texts will students read?</li> <li>• How will these be chosen?</li> </ul>
Writing materials	<ul style="list-style-type: none"> <li>• Will students be shown example of different types of composition?</li> <li>• Will these example of real text or written?</li> <li>• Will the example of students writing be included? If so, how will these be chosen?</li> </ul>
Speaking materials	<ul style="list-style-type: none"> <li>• What will the source of speaking activities be?</li> <li>• Will dialogues, recordings, texts, topics, pictures, situations, and so on be used?</li> <li>• If so, how will these selected?</li> </ul>

Since the materials designed cover the four skills, the questions above should be considered in choosing input that will be used within the units. The questions above can be used as a guideline to plan how the units will be designed.

#### **d. Tasks**

##### **1) Definition of Task**

Learning materials usually consist of some tasks. Thus, it is important to know about the term of task. Richard, Platt, and Weber (in Nunan 2004:2) define a task as an activity or action which is done by the learners as the result of processing or understanding language. In this case, tasks are aimed to improve their skills in using the language which they learn. For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. Based on this definition, it can be concluded that a task is a certain activity which is usually done by the learners after they pass a process of learning.

Meanwhile, Breen (in Nunan, 2004:3) defines tasks as efforts of any structured language learning which has a certain objective, appropriate content, a specified working procedure, and a range of positive impact for those who do the task. This definition is very broad because what is meant by a task is not just anything the learner does in the classroom. Task is assumed to refer to a range of projects which should be accomplished and aimed to facilitate the language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulation and decision making.

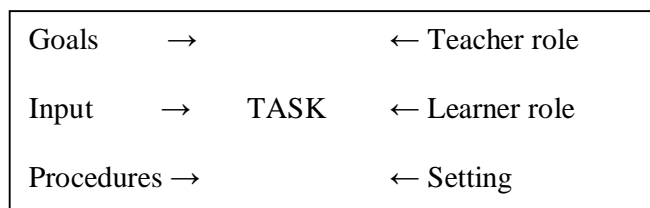


In addition, Nunan (1989:11) states that communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language. Based on this theory, it can be concluded that the tasks within designed materials should help the learners in order to be able to comprehend, manipulate, produce, and interact in the target language. In designing tasks, a number of theories related to the definition of tasks should be noticed.

## 2) The Components of Task

Nunan (2004:41) proposes a minimum specification of a task. Those are goals, input and procedures, and these will be supported by roles and settings.

This simple model is represented diagrammatically below:



Each component is briefly described as follows.

### a) Goals

A goal is a crucial thing to create tasks. Nunan (2004:41) uses the term ‘goal’ to refer to the general intention behind any learning task which provides a link between the task and the broader curriculum. Goals may relate to a range of general outcomes (communicative, affective, or cognitive). They also may directly describe teacher or learner behavior. They may not always be explicitly stated. They can usually be inferred from the task itself. In some cases, a task may

have more than one goal. In developing a task, some factors such as the needs of the learners and what they already know need to be considered.

b) Input

The second component of a task suggested by Nunan is input. According to Nunan (2004: 47), 'input' refers to the spoken, written and visual data that learners work with in the course of completing a task. One of the examples of spoken data is lectures. Newspaper extract is an example of written data, while objects and pictures can be classified as visual data. The data can be provided by a teacher, a textbook or some other sources. To make these inputs be comprehensible, they can be adapted.

c) Procedures

Procedure is the new component of tasks proposed by Nunan. According to Nunan (2004: 52), the word 'procedures' refers to what learners will actually do with the input that forms the point of departure for the learning task. In other word, procedure can be defined as a series of actions that need to be completed in order to achieve the objective of the learning task.

d) Teacher Roles

A teacher has important roles in carrying out the learning task. Nunan (2004:64) uses the term 'role' to refer to what the learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. In conclusion, teacher roles can be defined as what the teachers have to do in carrying out the learning tasks.

In relation to teacher roles, Breen and Candlin (1980, in Nunan 2004:67), state that a teacher has three main roles in the communicative classroom. The first is to act as facilitator of the communicative process. The second is to act as a participant, and the third is to act as an observer and learner. Thus, during the learning tasks are carried out, a teacher has to play appropriate roles to create a communicative process of teaching and learning.

e) Learner roles

Similar to teachers, learners also have important roles while the learning tasks are carried out. According to Nunan (2004:64), learner roles are what the learners have to do in carrying out the learning tasks. In addition, Richard and Rodgers (1986) in Nunan (2004:65) propose some examples of learner roles. Learners can act as the passive recipient of outside stimuli, an interactor and negotiator who is capable of giving as well as taking, a listener and performer who has little control over the content of learning, etc. In conclusion, both teachers and learners have important roles in carrying out the learning tasks. Teacher roles and learner roles seem to be two sides of coin which can not be separated.

f) Settings

Setting is the last component of tasks proposed by Nunan. Setting refers to the classroom arrangement which requires consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan, 2004: 71). It includes the students' configuration when they do the tasks and where the lesson is conducted. The setting of a task is not always explicitly specified by the task. It is sometimes implicit or may require the teacher to decide. Nunan (2004)

distinguishes between two different aspects of learning situation. He refers to this as 'mode' and 'environment'. Learning mode refers to whether the learner is operating on an individual or a group basis. Learning environment, on the other hand, refers to where the learning actually takes place from a conventional classroom in a school or language centre to a multi-media language centre.

It can be summed up that there are two main aspects which need to be considered related to the setting. Those are the students' configuration when they do the tasks and where the lesson is conducted. Thus, in carrying out the learning tasks, a teacher has to be able to decide the appropriate setting to help the learners in doing the tasks.

### **3) Task Sequence**

Grading and sequencing are extremely complicated and difficult business even for a syllabus designer and materials writer. Thus, sequencing tasks is an important skill needed by a materials writer. Theories related to task sequence then are important in designing effective learning materials which consist of some tasks.

Nunan (2004:31) proposes a six-step procedure to create a good sequence of tasks. Those are schema building, controlled practice, authentic listening practice, focus on linguistic elements, provide freer practice, and introduce the pedagogical task. In the first step, a number of schema building exercises are developed to introduce the topic, to set the context for the task, and to introduce some of the key vocabulary and expressions that the students will need in order to complete the task. The next step is to provide students with controlled practice in

using the target language vocabulary, structures and functions. After controlled practice is provided, learners are involved in intensive learning practice. In the fourth step, the students are involved in a sequence of exercises in which the focus is on one or more linguistic elements. In the fifth step, students are involved to engage in freer practice. The final step is the introduction of the pedagogical task. The example of this step is giving a small group task in which the participants have to study a set of newspaper advertisements and decide the most suitable place to rent.

Besides the six-step procedure to create a good sequence of tasks above, Nunan (2004:128) also proposes a standard way of sequencing tasks by dividing a mini-sequence into three phases: a pre-task phase, a task-proper phase and a follow-up phase. The pre task phase fulfils a similar function as schema-building tasks in larger instruction sequences. It orients the learners to the task, generates interest, and rehearses essential language that will be required to complete the task. In the task-proper phase learners complete the task. In the follow-up phase they get a debriefing from the teacher, report the results of the task back to the class as a whole, and may receive corrective feedback from the teacher.

Another alternative to sequence tasks proposed by Nunan (2004:25) is the 'psycholinguistic processing' approach. The steps of this approach require learners to do activities which become increasingly demanding, moving from comprehension-based procedures to controlled production activities and exercises, and finally to ones requiring authentic communicative interaction. The following

are three phases and the examples of the steps within the three phases of this approach.

<b>Phases</b>	<b>Steps within phases</b>
A. Processing (comprehension)	<ol style="list-style-type: none"> <li>1. Read or study a text – no other response required.</li> <li>2. Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard).</li> <li>3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard).</li> <li>4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).</li> </ol>
B. Productive	<ol style="list-style-type: none"> <li>5. Listen to cue utterances, or dialogue fragments and repeat them, or repeat a complete version of the cue.</li> <li>6. Listen to a cue and complete a substitution or transformation drill.</li> <li>7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).</li> </ol>
C. Interactive	<ol style="list-style-type: none"> <li>8. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family).</li> <li>9. Simulation/discussion (e.g. students in small groups share information about their own families).</li> <li>10. Problem-solving / information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc.).</li> </ol>

It can be summed up that there are some options in sequencing tasks that should be considered in designing the tasks. Tasks are usually organized from the easiest one to the more difficult one to help the students to achieve the goal. Thus, the ‘psycholinguistic processing’ approach should be used as a guideline in

sequencing the tasks. In conclusion, the tasks should be sequenced from comprehension-based procedures to controlled production activities and exercises, and finally to ones requiring authentic communicative interaction.

#### **4) Task for Young Learners**

##### **a) The Definition of Tasks for Young Learners**

According to Cameron (2001:31), task can be defined as classroom activities. However, not all activities that take place in a classroom will qualify as a task. A task has further features rather than an activity in which the children can participate in. In classroom tasks, learners' participation is the pivot. There must be something unified and coherent, for learners, about a task. A classroom task will have a clear beginning and end. It may be quite short or it may last over several lessons. For children, a classroom task should have a clear purpose and meaning. For the teacher, the task should have clear language learning goals. Key features of classroom tasks for children learning a foreign language are summarized as follows:

- 1) have coherence and unity for learners (from topic, activity, and outcome)
- 2) have meaning and purpose for learners.
- 3) have clear language learning goals.
- 4) have a beginning and end.
- 5) involve the learners actively.

Cameron (2001:31) also gives a further aspect to the framework of classroom tasks for young learners. In teaching reading skill, there are three stages in classroom task. Those are pre-reading, reading, and post-reading. Cameron adopts these stages, with the following labels:



The core activity is central to the task. Without the core, the task would collapse. The core activity is set up through its language learning goals. Preparation activities prepare the learners to be able to complete the core activity successfully, and might include pre-teaching of language items or activation of topic vocabulary. The follow-up stage builds on successful completion of the core, perhaps with a public performance of work done in the core or with written work based on oral language used in the core. Since one task can lead to another, the follow up of the first may be, or lead into, and the preparation stage of the next.

It can be concluded that tasks for young learners should have coherence and unity for learners (from topic, activity, and outcome), meaning and purpose for learners, clear language learning goals, a beginning and end, and it should involve the learners actively. The three stages which are adopted by Cameroon should be considered in designing tasks. The stages consist of preparation stage, core activity stage, and follow-up stage.

## **b) The Examples of Tasks for Children**

### **1) Listening Tasks**

The existing tasks for young learners can be used as a reference to design the task. Thus, it is important to know the examples of tasks and activities for young learners. Scott and Ytreberg (2004:22) give some examples of listening activities for young learners. The listening activities proposed by Scott and Ytreberg (2004:22-31) are as follows.

- ‘Listen and do’ activity



Doing actions based on the instructions is one kind of 'listen and do' activities. In this kind of activity, a teacher has to give some instructions while the students have to do the appropriate actions based on the instruction they listen to.

- 'Listening for information'.

'Listen and color' is one of the examples of 'listening for information' activities. In this kind of activity, students have to listen to a recording about the description of a certain picture, and then they have to color the picture based on the information they catch from the recording.

- 'Listen and repeat' activities

'Listen and repeat' is a kind of listening activities which is fun. By having a 'listen and repeat' activity, children can improve their pronunciation and know more about the sounds, the stress and rhythm, and intonation of certain words. This kind of activity is better when it is done in combination with movements, objects, or pictures because it can help children to establish the link between words and meaning.

- Listening to stories

Listening to stories should be part of growing up for every child (Scott and Ytreberg, 2004:28). In line with Scott and Ytreberg idea, Wright (2004:3) also states that stories are important for children's life since it can help them to understand their world and to share it with others. Thus, listening to a story will be a useful listening activity for children.

Selecting stories for children has to consider some aspects because not all of the stories are good for children. In relation to the selection of stories for

children, Wright (2004:3) proposes some criteria of a good story for children. He suggests a story:

- which will engage the children within the first few lines because children often accept and like a story in the foreign language they might feel was childish in their own language
- which you like
- which is appropriate for the children
- which the children will understand well enough to enjoy
- which offers the children a rich experience of language
- which does not have long descriptive passages
- which is right for the occasion and in its relation with other thing you are doing with the children
- which you feel you can tell well.

In conclusion, there are some types of listening activities which can be used as references to design activities to create good tasks within the materials for the sixth grade students. The four types of listening activities described above should be considered in designing the tasks but it has to be adjusted with the curriculum, the learners' need, and their ability.

## **2) Speaking Tasks**

Speaking tasks also developed in this research study. Thus, the types and the examples of speaking activities are important to consider. Scott and Ytreberg (2004:37) divide speaking activities into three types. Those are controlled practices, guided practices, dialogues and role play work, and free activities. They are explained as follows.

- **Controlled practice**

According to Scott and Ytreberg (2004:37), controlled practices should be given as soon as possible after the presentation stage. It is because children have to try out new language as soon as they have heard it. In controlled practice there

is very little chance that the children can make a mistake. In a controlled practice, a teacher may use puppets to present language. After that, the students are given opportunity to ask a simple question to the puppet used by the teacher.

- Guided Practice

According to Scott and Ytreberg (2004:38), guided practice can be done either in pairs or in a small group. It follows on directly from controlled practice. This kind of practice usually gives the children some sort of choice, but the choice of language is limited. Pictures or objects can be used to help children understand the content and practice of words which are used in a certain situation, such as in telling the time, asking the way, talking about colors, etc. Chain work is an example of speaking activities which belong to guided practice.

- Dialogues and role play work

According to Scott and Ytreberg (2004:39), working with dialogues is a useful way to bridge the gap between guided practice and freer activities. The teacher firstly has to present the dialog in the most suitable way. Puppets, pictures, or another media can be used to present the dialog. After the children have heard the dialogue, they should repeat it with the teacher. Then half the children are led to do it with the other half of the class, and then finally, the children may do it in pairs. According to Scott and Ytreberg (2004:39), role play is another way to present dialogues. For young learners, a role play should be started from the structured to the more open type activity.

- Free activities

Free activities focus attention on the message or content and not on the language, although the language will usually be limited by the activity itself (Scott and Ytreberg, 2004:42). Free activities will really show that pupils can or cannot use the language. In this type of activity, there is often a game element, so that the atmosphere should be informal and non-competitive. Information gap activity is an example of free activities.

It can be summed up that in speaking tasks, the new language is presented firstly, and then it should be followed with controlled practice, guided practice, dialogues and role play work, and free activities. However, those steps must be adapted in order to be match with the curriculum, the learners' need, and their ability.

### **3) Reading Tasks**

Reading tasks also developed in this research study. Thus, the types and the examples of reading activities are important to consider. Scott and Ytreberg (2004:55) give some examples of reading activities for children. Those are reading a story, reading aloud, and reading familiar nursery rhymes or songs. In addition, Pinter (2006:69) also gives some examples of reading task for children, such as matching spoken and written forms, completing short texts with personally relevant information, and 'read and find out' activity.

In relation to reading activities, Directorate of Elementary School development (2008: 36) suggests that the reading texts for elementary school should not too long and too difficult. Directorate of Elementary School

development (2008: 36) also suggests some types of reading activities such as matching words to pictures, sorting words into lexical sets, matching sentences to pictures, matching questions to answers, and answering questions.

In conclusion, there are many types of reading activities which should be considered in designing tasks. As stated by Directorate of Elementary School development, the length and the level difficulty of reading texts must be considered. The activities must be starter from the easiest one to the more difficult one.

#### **4) Writing Tasks**

Before writing tasks are given for the students, a teacher has to create a context to make the teaching of speaking be contextual (Directorate of Elementary School development, 2008:37). As stated previously, there are two *KDs* of writing skill for the sixth grade. The first *KD* is *writing very simple short functional texts* and the second *KDs* *writing very simple greeting cards acceptably*. Thus, writing tasks for the sixth grade have to enable them to write very simple short functional texts and greeting cards. In conclusion, writing tasks for the sixth grade students can be in the form of writing greeting cards and short functional texts such as notices, simple personal letters, short messages, or etc.

### **B. Conceptual Framework**

There are a number of factors that should be considered in designing appropriate English learning materials for the sixth grade students. Since Elementary School students belong to young learners, the design of the learning

materials should be based on the characteristics of young learners and the principles to teach English to young learners. Therefore, theory of the characteristics of young learners suits this attempt. Both the positive and negative characteristics of children should be considered.

Learning materials in the form of students' books usually consist of some units and a unit usually consists of some tasks. A task has to be designed by considering some components. Thus, theory of tasks also suits this attempt. A model proposed by Nunan (2004: 41) then will be used. As stated by Nunan (2004: 41), there should be a minimum specification of a task which includes goals, input, procedures, teacher roles, learner roles, and setting. These six components must be considered in designing the tasks withing the learning materials.

Since this study is aimed to design appropriate learning materials for the sixth grade students, theories of characteristics of tasks for children should be considered. As stated by Cameron (2001:31), tasks can be defined as classroom activities but tasks for children should have further features rather than an activity in which the children can participate in. There are some characteristics of effective tasks for children. In effective classroom tasks, learners' participation is important. There must be something unified and coherent, for learners in the tasks that will be designed. The designed tasks should have a clear beginning and end. The tasks also should have a clear purpose and meaning. For the teacher, the tasks should have clear language learning goals.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

Theories which are relevant to this study have been reviewed in chapter II. Chapter III subsequently will put an emphasis on the research methodology which includes the type of the study, the setting, the population and sample, the research procedure, the data collection technique, the research instrument, and the data analysis technique.

#### **A. Type of the Study**

This research is classified into educational Research and Development (R&D) since the goal of this study is to design an educational product. R & D is a process used to develop and validate educational product (Borg and Gall, 1983:772). In addition, Borg and Gall (1983:772) define the term “product” includes not only material objects, such as textbooks, instructional films, and so forth, but it is also intended to refers to established procedures and processes, such as a method of teaching or a method for organizing instruction.

According to Borg and Gall (1983:775) the major steps in the R & D cycle are; research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, dissemination and implementation. R & D cycle proposed by Borg and Gall was

considered in this research study but some steps in this research were disseminated and some of them were done in simplified forms.

## **B. Setting**

The research was conducted on the 26<sup>th</sup> June 2011 (for delivering need analysis questionnaire) and the 31<sup>st</sup> of January until the 11<sup>th</sup> of February 2012 (for implementing the second draft, delivering the evaluation questionnaires, and conducting interviews). The research was conducted in an Elementary School which is in Gunungkidul District, Yogyakarta special Territory. The school is namely SD N Paliyan IV. The research was done in the sixth grade.

## **C. Population and Sample**

The population of this research was students of SD N Paliyan IV Gunungkidul while the sample was the sixth grade students of SD N Paliyan IV Gunungkidul. The total number of the participants was 31 students. It consists of 14 female students and 17 male students.

## **D. Research Procedure**

The research procedure followed the R & D cycle proposed by Borg and Gall (1983) but some steps in this research were not done and some of them were done in simplified forms. The research procedure was done as follows.

### **1. Conducting need analysis**

Need analysis was the first step which was conducted in this research. Information related to learners' needs and learning needs was obtained in this step. A questionnaire namely need analysis questionnaire was administered and



distributed to the students. The result of the need analysis questionnaire was then calculated to find the information related to the learners' needs and learning needs. The information gathered from the need analysis questionnaire was then used as the basis for doing the next step of this research.

## 2. Writing the course grid

Writing the course grid was the next step done after conducting the need analysis. The result of the need analysis was used as the basis to write the course grid. Besides, the standard competences and the basic competences were also used as the basis of the course grid writing. The course grid covers some components, namely the name of the school, the subject, the class and semester, the skill, the standard competency, the basic competence, the indicators, the learning input, learning activities, the topic, the language focus, the assessment, the character, the sources, and the time allocation.

## 3. Designing the first draft

After the course grid was written, the researcher designed the first draft of the materials. Three units were designed. Each unit covers listening section, speaking section, reading section, and writing section. The number of the tasks within each section is varied. In designing the tasks, several sources such as books about the teaching of English to young learners, the examples of worksheet from the internet, and other sources were used as references.

## 4. Expert Judgment

After the first draft had been written, it was corrected by the expert. In this research, the expert was the second consultant. The expert then gave feedback on the first draft. The feedback was then used as the basis for doing the next step of this research.

#### 5. Revising the first draft

The next step done in this research is revising the first draft. The first draft was revised based on the feedback given in the expert judgment. There were some kinds of revision given by the expert. Those were the revision of grammar error, inappropriate lay out, inappropriate expressions.

#### 6. Implementing the second draft

The first draft that had been revised based on the revision given by the expert was named as the second draft. The second draft was then implemented to the sixth grade students of SD N Paliyan IV. All of the units within the second draft were implemented. It took two meetings of each unit to be implemented. The first meeting was for the spoken cycle while the second meeting is for the written cycle. During the implementation, the researcher observed the process. The observation focused on the six components of tasks proposed by Nunan (2004), i.g. the goal, the input, the procedure, the teacher's role, the learners' role, and the setting. At the end of each implementation, the evaluation questionnaire was distributed to the students. Interview was also conducted for several times.

#### 7. Writing the final draft

The next step done in this research was writing the final draft by revising the second draft. Quantitative data which was obtained from the evaluation questionnaires and the qualitative data which was obtained from the interview and observation were used to analyze the appropriateness of the tasks within the three units. The data analysis was then used to write the final draft by revising the second draft.

#### **E. Research Instruments**

Questionnaires and interview guidelines were the instruments used to collect the data. Two different questionnaires were distributed in different times. The first was distributed in the needs analysis process, and the second was distributed at the end of the implementation of each unit. Interview guidelines were used to obtain data about the appropriateness of the tasks in the units. As stated previously, the observation focused on the six components of tasks proposed by Nunan (2004), i.g. the goal, the input, the procedure, the teacher's role, the learners' role, and the setting.

The needs analysis questionnaire was distributed to obtain data about the learners' needs and learning needs. While the evaluation questionnaires were distributed to obtain the data to know the appropriateness of each task in the units. The organization of the needs analysis questionnaire is presented in table 3.1 while the organization of the evaluation questionnaires, interview guideline, and observation guideline is presented in the table 3.2 as follows.

**Table 3.1. The organization of the needs analysis questionnaire**

<b>No.</b>	<b>Aspects</b>	<b>The purpose of the questions</b>	<b>Item number</b>	<b>Reference</b>
1.	Students' profile.	To find information about the students' profile	Part I (1- 3)	Hutchinson and Waters (1987: 63)
2.	Goal	To find information about students' motivation in learning English	Part II 1	Nunan (2004: 41-42)
3.	Input	To find information about kinds of input that students want/ need	2-7	Nunan (2004: 47-49)
5.	Procedures	To find information about students' preference of learning activities	7-10	Nunan (2004: 52-63)
6.	Teacher role	To find information about students' preference of teacher's role in teaching and learning process	11	Nunan (2004: 64)
7.	Learner role	To find information about students' preference of learners' role in teaching and learning process	12	Nunan (2004: 64)
8.	Setting	To find information about students' preference of the setting in the teaching and learning process	13-14	Nunan (2004: 70)

**Table 3.2. The organization of the evaluation questionnaire and the interview guideline, and observation guideline**

<b>No.</b>	<b>Aspects</b>	<b>The purpose of the questions</b>	<b>Item number</b>	<b>Reference</b>
1.	Goal	To find the information about the achievement of the task's goal	1	Nunan (2004: 174)
2.	Input	To find the information about the appropriateness of the inputs of the tasks	2	Nunan (2004: 174)
3.	Procedure	To find the information about the appropriateness of the procedure engaged in the task; whether the learning activities are appropriate or not	3	Nunan (2004: 174)
4.	Setting	To find the information whether or not the students can accomplish the task in a particular setting	4	Nunan (2004: 174)
5.	Learners' role	To find the information whether the students' role is appropriate or not	5	Nunan (2004: 174)
6.	Teacher's role	To find the information whether the teacher's role is appropriate or not.	6	Nunan (2004: 174)

## **F. Data Analysis Techniques**

In this research study, there were two kinds of data. Those are qualitative and quantitative data. The qualitative data were collected by conducting interviews based on the interview guideline and doing observations focused on the six points, i.g. the

goal, the input, the procedure, the teacher's role, the learners' role, and the setting in the process of implementation.

The quantitative data was collected by delivering evaluation questionnaires. A four scale of Likert scale was used to collect the data about the students' opinion through the questionnaire. In the evaluation questionnaires, they chose the following options.

- |    |                    |    |                       |
|----|--------------------|----|-----------------------|
| 1: | for strongly agree | 3: | for disagree          |
| 2: | for agree          | 4: | for strongly disagree |

To put all the mean value in the category, *range* was used (Suharto, 2008:15). The class interval was calculated by dividing the range with the number of the class (in this case four classes). The range was calculated by the subtraction of the highest score (four) with the lowest score (one). Based on the calculation, the class interval could be presented as follows:

**Table 3.3. Quantitative Data Conversion**

Scale	Interval of the mean value	The other form of the interval	Category
1	$\geq 3.28$	$X \geq 3.53$	Strongly Agree
2	3.02-3.52	$3.52 < X \leq 3.02$	Agree
3	2.51-3.01	$3.01 < X \leq 2.51$	Disagree
4	2.00-2.50	$2.50 < X \leq 2.00$	Strongly Disagree

Mean was the central tendency measure which was used in the study. It was calculated by the formula which was proposed by Suharto (2008:14). The formula is as follows.

$$\overline{Mn} = \frac{\sum X}{N}$$

Mn symbolizes the mean,  $\sum X$  symbolizes the total of the score, and N symbolizes the total number of the sample. In other word, the mean was calculated by dividing the total of the score with the number of the sample.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

This chapter describes the findings of the research which was conducted from June 26, 2011 up to February 11, 2012. The description of the findings is divided into four parts, i.e. the results of the need analysis, the course grid, the unit design, the expert judgment data analysis, implementation data analysis, and the revisions of the draft.

##### **1. The results of the Needs Analysis**

The needs analysis was conducted on July 26, 2011. The needs analysis questionnaire consists of seven aspects, namely: the students' profile, goal, learning input, teaching and learning procedure, teacher roles, learner roles, and setting. The results of the needs analysis are described as follows.

##### **a. Description of the Learners**

In SD N Paliyan IV, each grade only consists of one class. The researcher conducted the needs analysis of the sixth grade students of SD N Paliyan IV. There were 31 students in the sixth grade of SD N Paliyan IV but one of the students did not come when the needs analysis was conducted, so there were 30 respondents in the needs analysis. The following is the more detailed information about the learners.



Table. 4.1: **The data of the learners**

Students	Sex		Age
	Male	Female	
31 students	17	14	11 – 13

#### **b. Description of the Target Needs**

Goal was an aspect which was used to analyze the targets needs. The following are the results of the needs analysis related to the goal.

Table. 4.2: **The goals**

Aspects	Question Number	Students' Needs	N*	Agree
<b>Goals</b>	1	I study English to improve my skills on listening, speaking, reading, and writing.	30	53.33%
		I study English in order to be able to communicate in English both inside and outside of the classroom.	30	16.67%
		I study English in order to be able to understand the English lesson in the next educational level (Junior High School)	30	30%

Based on the needs analysis results above, it can be seen that 53.33% of the students agreed that their objective of learning English was to improve their listening, speaking, reading, and writing skills. 30% of the students chose 'being able to understand the English lesson in the next educational level (Junior High School) as their objective of learning English. The rest was motivated to study English because

they wanted to be able to communicate in English both inside and outside of the classroom (chosen by 16.67% of the students).

### c. Description of the Learning Needs

Input, procedure, teacher role, learner role, and setting were the aspects used to analyze the learning needs. Listening input was analyzed firstly before the input of speaking, reading, and writing. The following are the results of the needs analysis presented in the table.

Table 4.3: **The types of listening input**

Aspects	Question Number	Students' Needs	N*	Agree
<b>Input</b> (types of listening materials)	2	I like listening materials in the form of dialogues.	30	36.67%
		I like listening materials in the form of monologs.	30	6.67%
		I like listening materials in the form of spoken stories.	30	53.33%
		I like listening materials in the form of pictured vocabulary.	30	23.33%

According to the needs analysis results above, it can be seen that 53.33% of the students chose spoken stories as the type of listening input. 36.67% of the students liked to have dialogues as listening input. The rest of the students chose pictured vocabulary (23.33%) and monologs (6.67%) as the types of listening input.

To know about the types of speaking inputs which were preferred by the learners, a question about the types of speaking input was put in the needs analysis questionnaire. The following are the results of the needs analysis presented in the table.

Table 4.4: **The types of the speaking input**

Aspects	Question Number	Students' Needs	N*	Agree
Input (types of speaking materials)	2	I like speaking materials in the form of dialogues.	30	33.33%
		I like speaking materials in the form of monologs.	30	13.33%
		I like speaking materials in the form of pictures and images.	30	60%

Based on the needs analysis results above, it can be seen that 60% of the students chose pictures and images as speaking input. As an alternative, 33.33% of them chose speaking input in the form of dialogues. The rest chose speaking input in the form of monologs (chosen by 13.33% of the students).

A question related to the types of reading input was also put in the need analysis questionnaire to know the preferred reading input. The following are the results of the needs analysis presented in the table.

Table 4.5: **The types of reading input**

Aspects	Question Number	Students' Needs	N*	Agree
Input (types of reading materials)	3	I like reading materials in the form of short functional texts such as personal letters and greeting cards.	30	26.67%
		I like reading materials in the form of pictured descriptive texts.	30	73.33%

From the needs analysis results above, it can be seen that 73.33% of the students liked to have pictured descriptive texts as reading input. As an alternative,

26.67% of the students liked to have reading input in the form of short functional texts such as personal letters and greeting cards.

To know about the types of writing inputs which were needed and preferred by the learners, a question about the types of writing input was put in the needs analysis questionnaire. The following are the results of the needs analysis presented in the table.

**Table 4.6: The types of writing input**

Aspects	Question Number	Students' Needs	N*	Agree
<b>Input</b> (types of writing materials)	4	I like writing materials in the form of short functional texts such as notices, short messages, etc.	30	56.67%
		I like writing materials in the form of pictured descriptive texts.	30	43.33%

In terms of the types of writing inputs, 56.67% of the students liked to have writing inputs in the form of short functional texts. As an alternative, they liked to have writing input in the form of pictured descriptive texts (chosen by 43.33% of the students).

In relation to the learning input, a question about the length of the text was also put in the need analysis questionnaire. The question was used to identify the length of the learning input wanted by the students. The following are the results of the needs analysis presented in the table.

Table 4.7: **The length of the text**

Aspects	Question Number	Students' Needs	N*	Agree
<b>Input</b> (the length of the text)	5	I would like to have an input text which consists of less than 100 words	30	76.67%
		I would like to have an input text which consists of 100-200 words.	30	16.67%
		I would like to have an input text which consists of 200-300 words.	30	6.67%
		I would like to have an input text which consists of more than 300 words	30	0%

In terms of the length of the text, the students preferred to have an input text which is not too long. Most of them liked to have a short input text which consists of less than 100 words (chosen by 76.67% of the students). 16.67% of them liked to have input texts which consist of 100-200 words. The rest chose an input text which consists of 200-300 words (chosen by 6.67% of the students).

In relation to the learning input, topic was also an important thing which had to be identified. Thus, a question related to topics was also put in the need analysis questionnaire to know the topics which were preferred by the students. The following are the results of the needs analysis presented in the table.

Table 4.8: **The topics**

Aspects	Question Number	Students' Needs	N*	Agree
Input (topics)	6	I like studying about " <i>Introduction</i> ".	30	16.67%
		I like studying about " <i>Things in the Classroom</i> ".	30	30%
		I like studying about " <i>Family</i> ".	30	13.33%
		I like studying about " <i>Clothes</i> ".	30	16.67%
		I like studying about " <i>Animals</i> ".	30	23.33%
		I like studying about " <i>Things in the House</i> ".	30	13.33%
		I like studying about " <i>Food and Drink</i> ".	30	36.67%
		I like studying about " <i>Parts of Body</i> ".	30	10%
		I like studying about " <i>Means of Transportation</i> ".	30	16.67%
		I like studying about " <i>Sports</i> ".	30	20%
		I like studying about " <i>Hobbies</i> ".	30	43.33%

Based on the needs analysis results above, it can be seen that '*hobbies*' was the most preferred topic (chosen by 43.33% of the students). 36.67% of them liked to learn about '*food and drink*', and 30% of them liked to learn about '*things in the classroom*'. The rest chose *introduction, family, clothes, animals, things in the house, parts of body, means of transportation, and sports* as the topics

A question related to the types of listening activities preferred by the students was put before the three other questions. The following are the results of the needs analysis presented in the table.

Table 4.9: **The types of listening activities**

Aspects	Question Number	Students' Needs	N*	Agree
<b>Procedure</b> (types of listening activities)	7	In terms of listening activities, I prefer an activity like listening to the teacher's instructions and doing the actions.	30	23.33%
		In terms of listening activities, I prefer an activity like playing a game (such as <i>Simon Says</i> )	30	30%
		In terms of listening activities, I prefer an activity like listening to the spoken stories.	30	53.33%
		In terms of listening activities, I prefer an activity like listening and repeating words or sentences pronounced by the teacher.	30	13.33%

In terms of the types of listening activities, 53.33% of the students preferred to have activities like listening to spoken stories. As an alternative, they agreed to have listening activities like playing a game (chosen by 30% of the students). 23.33% of the students liked to have listening activities such as listening to the teacher's instructions and doing the actions. The rest chose a listen and repeat activity (chosen by 13.33% of the students).

A question related to the types of speaking activities was put after the question about the types of listening activities. The following are the results of the needs analysis presented in the table.

Table 4.10: **The types of speaking activities**

Aspects	Question Number	Students' Needs	N*	Agree
<b>Procedure</b> (types of speaking activities)	8	In terms of speaking activities, I prefer an activity like playing a communication game (such as <i>Guessing Game and Survey Game</i> )	30	66.67%
		In terms of speaking activities, I prefer an activity like asking and answering with my teacher.	30	6.67%
		In terms of speaking activities, I prefer an activity like practising dialogues with my friends.	30	23.33%
		In terms of speaking activities, I prefer an activity like speaking in front of the class.	30	10%

Based on the needs analysis results above, it can be seen that playing a communicative game was the most preferred speaking activity (chosen by 66.67% of the students). As an alternative, the students liked to have a speaking activity like practising a dialog in pairs (chosen by 23.33% of the students). The rest chose speaking activities in the form of speaking in front of the class (chosen by 10% of the students) and an activity like asking and answering questions orally (chosen by 6.67% of the students).

To identify the types of reading activities which were preferred by the students, a question about the types of reading activities was also put in the needs analysis questionnaire. The following are the results of the needs analysis presented in the table.



Table 4.11: **The types of reading activities**

Aspects	Question Number	Students' Needs	N*	Agree
<b>Procedure</b> (types of reading activities)	9	In terms of reading activities, I prefer an activity like reading aloud.	30	63.33%
		In terms of reading activities, I prefer an activity like answering questions based on the text I read.	30	23.33%
		In terms of reading activities, I prefer an activity like identifying the correct or incorrect statements based on the text I read.	30	30%

In terms of the types of reading activities, most of them liked to have an activity like reading aloud (chosen by 63.33% of the students). As an alternative, 30% of the students liked to have a reading activity in the form of identifying the correct or incorrect statements based on the text they read. The rest of the students chose a reading activity like answering questions based on the text they read.

A question related to the types of writing activities was also put in the needs analysis questionnaire. The following are the results of the needs analysis presented in the table.

Table 4.12: **The types of writing activities**

Aspects	Question Number	Students' Needs	N*	Agree
		In terms of writing activities, I prefer an activity like completing an incomplete text with appropriate words.	30	36.67%
		In terms of writing activities, I prefer an activity like arranging the jumbled sentences into a good text.	30	53.33%
		In terms of writing activities, I prefer an activity like writing a short	30	16.67%

		functional text based on the situation.		
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Based on the needs analysis results above, it can be concluded that in terms of the types of writing activities, most of them liked to have an activity like arranging the jumbled sentences into a good text (chosen by 53.33% of the students). As an alternative, 36.67% of the students preferred writing activities like completing an incomplete text with appropriate words. The rest of the students chose an activity like writing a short functional text based on the situation (chosen by 16.67% of the students).

The next aspect which was identified to describe the learning needs was the teacher roles. The following are the results of the needs analysis presented in the table.

Table 4.13: **Teacher roles**

Aspects	Question Number	Students' Needs	N*	Agree
<b>Teacher roles</b>	11	I want the teacher gives a detailed explanation about the input ( <i>as an informer</i> ).	30	20%
		I want the teacher helps the students if they find difficulties ( <i>as a facilitator</i> ).	30	53.33%
		I want the teacher observes my activities during the process of teaching and learning ( <i>as a monitor</i> ).	30	13.33%
		I want the teacher gives instructions clearly and easy to understand ( <i>as an instructor</i> ).	30	30%
		I want the teacher gives feedback on my performance ( <i>as a feedback giver</i> ).	30	6.67%

In terms of the teacher roles, 53.33% of the students wanted the teacher to act as a facilitator who helps the students if they find difficulties. 30% of the students wanted the teacher to act as an instructor who gives instructions clearly and easy to understand. The rest of the students want the teacher to act as an informer, a monitor, and a feedback giver.

Learner role was the next aspect which was identified to know the learning needs. The following are the results of the needs analysis presented in the table.

Table 4.14: **Learner Roles**

Aspects	Question Number	Students' Needs	N*	Agree
<b>Learner roles</b>	12	I prefer to be an active student.	30	86.67%
		I prefer to be a passive student.	30	13.33%

Based on the needs analysis results above, it can be seen that most of the student prefer to be an active student (chosen by 86.67% of the students). 13.33% of them prefer to act as passive students.

Setting was the last aspect which was identified to know the learning needs. There were two questions related to the setting which were put after the question about the learner roles. The first question was about the places which were preferred by the students to do the process of teaching and learning. The following are the results of the needs analysis presented in the table.

Table 4.15: **Setting**

Aspects	Question Number	Students' Needs	N*	Agree
<b>Setting</b> (places)	13	I prefer to study in the classroom.	30	36.67%
		I prefer to study in the school yard	30	16.67%
		I prefer to study in the library.	30	46.67%

Based on the needs analysis results above, it can be concluded that most of the students like to study in the library (chosen by 46.67% of the students). In SD N Paliyan IV, the library has multi functions since it was facilitated with many facilities such as tables, chairs, LCDs, tape recorder, a big whiteboard, and also keyboard. However, sometimes this room can not be used for the process of teaching and learning because it is usually used for a meeting, art lesson, etc. As an alternative, 36.67% of them agreed to study in the classroom. The rest of the students liked to study in the school yard (chosen by 16.67% of the students).

Another question related to the setting was analyzed to know whether the students like to do the tasks individually, in pairs, in groups, or in whole class. The following are the results of the needs analysis presented in the table.

Table 4.16: **Setting**

Aspects	Question Number	Students' Needs	N*	Agree
<b>Setting</b> (the grouping)	14	I prefer to do the tasks individually.	30	10%
		I prefer to do the tasks in pairs.	30	40%
		I prefer to do the tasks in a group.	30	23.33%
		I prefer to do the tasks in whole class.	30	26.67%

Based on the needs analysis results above, it can be seen that most of the students preferred to do the tasks in pairs (chosen by 40% of the students). 26.67% of them liked to do the tasks in whole class. 23.33% of them liked to do the tasks in groups. The rest of them preferred to do the task individually (chosen by 10% of the students). The types of the tasks and the level of difficulty of the tasks were also considered in deciding whether the task should be done individually, in pairs, in groups, or in whole class.

## **2. The Course Grid**

After the targets' needs and the learning needs were analyzed, the course grid was written. It was written based on the standard competences and basic competences for the grade six of Elementary School. Each skill has a standard competence and a standard competence consists of some basic competences. The basic competences were chosen based on the appropriateness with the topics.

The course grid covered some aspects such as the Standard Competences, Basic competences, indicators, learning input, learning activities, topic, language focus, assessment, characters, time allocation, and sources. There were three topics in the course grid. The first topic was *things in the classroom* and the title of unit one is '*In the Classroom*'. The second topic was *food and drink* and the title of unit two was '*I Like Ice Cream*'. The third topic was *hobbies* and the title of unit three was '*My Hobby is Singing*'. Each topic was developed into four skills (listening, speaking, reading, and writing). The standard competences used as the basis of writing the

course grid can be seen in the table 2.1. The detailed information about the course grid can be seen in the appendix C.

### **3. The Unit Design**

The units were designed after the course grid was written. Three units were designed based on the curriculum and the needs analysis results. Each unit consists of spoken section (listening and speaking) and written section (reading and writing). The description of each unit will be explained broader as follows.

The title of unit one was '*In the Classroom*'. There were 18 tasks designed in this unit. Those covered a lead-in, listening section, speaking section, reading section, and writing section. The lead-in was given in Task 1. In this section, students would be given a pictured dialogue which was aimed to prompt them to think about a situation which usually happens in a classroom. They would be asked to read and learn the pictured dialogue. After that, the teacher would give some oral questions related to the pictured dialogue.

Listening tasks were given in Task 2, Task 3, Task 4, and Task 5. In Task 2, the students would listen and read a dialogue. After that they would be asked to answer the comprehension questions. To give more explanation about the expressions given in the dialog in Task 2, a part namely language focus was put in Task 3. Task 4 and Task 5 were 'listen and do' activities. In Task 4, the students would be asked to do appropriate actions based on the instructions they listened to while in Task 5, they would play a game namely '*Simon Says*'.

Task 6 was aimed to improve students' vocabulary mastery and pronunciation was put before the speaking tasks. In this task, the students would repeat the words pronounced by the teacher. Task 7, Task 8, and Task 9 were aimed to help students to be able to ask and give certain things using appropriate expressions. Task 7 was aimed to the give an example of asking and giving a certain thing using appropriate expressions. In this task, they would work in pairs to read a pictured dialogue and then answer the comprehension questions. After that, they would be asked to practise the dialogue in pairs. In Task 8 there is an explanation about the expressions used to ask and give certain things. Then, they would be asked to complete some short dialogues based on the pictures and then practise it. In Task 9, they would have role-playing activities. They would be asked to do role-plays in pairs with the aids of pictures available in this task.

Task 10, Task 11, and Task 12 were aimed to help the students in order to be able to ask or give information about quantity using appropriate expressions. Task 10 was aimed to give an example of how to ask and give information about quantity. In this task, they would be asked to read the dialog and answer some comprehension questions, and then practise the dialog in pairs. A language focus about the expressions to ask and give information about quantity was put in Task 11. In Task 12, they would be given an information gap activity. They would be led to play '*Survey game*'.

The goal of the reading section in unit one was to enable the students to understand very simple pictured descriptive texts in the contexts of students'

surrounding. Reading tasks were given in Task 13, Task 14, and task 15. In Task 13, they would be given a 'read and tick' activity. They would read a pictured descriptive text and then tick some pictures mentioned in the text. In Task 14, they would be asked to read a pictured descriptive text and then identify some statements by choosing 'true' or 'false'. In Task 15, they would be asked to answer some questions based on the text they read.

The goal of the writing section in unit one was to help the students to be able to write short functional texts in the form of notices. There were three writing tasks and a language focus that would be given to help them to reach the goal. In Task 16, they would be asked to read the example of notices. After that, they would be asked to study the explanation about notices. In Task 17, the students would be asked to match some situations with the appropriate notices, and then rewrite the notices in the available spaces. In Task 18, the students would be asked to write notices based on the situations.

The title of unit two was '*I like Ice Cream*'. There were 18 tasks in this unit. Those covered lead-in, listening section, speaking section, reading section, and writing section. The lead-in was put in Task 1. In this task, students would be given a pictured dialog which prompted them to think about a situation which usually happens in their daily life in which they usually discuss about their favorite food. After that, the teacher would give some oral questions related to the pictured dialog.

The goal of the listening section in unit two was to help the students to understand spoken stories with the aid of pictures. Before the listening tasks given,



the students would be given a task to improve their vocabulary mastery. The vocabulary given in Task 2 was aimed to help the students to do the next tasks. In Task 3, the students would have 'listen to a story' activity. The story was entitled '*The Very Hungry Caterpillar*'. In this task, the students would listen to the story and try to understand the story with the aids of pictures. After that they would arrange the pictures based on the story they listen to. In Task 4, they would be asked to complete the incomplete story based on the story they listen to.

There are two goals in the speaking section of unit two. The first goal is to help the students to express like or dislike using the appropriate expressions. To achieve this goal, they would be given three speaking tasks and a language focus. In Task 5, the students would have a task for improving their vocabulary mastery and their pronunciation. In Task 6, they would work in pairs to read a dialog, answer the comprehension questions following the dialog, and then practise the dialog. Task 7 was a language focus which provided explanation about the expressions of like and dislike. In Task 8, the students would have a game namely '*Survey Game*'.

The second goal of the speaking skill in this unit was to help the students to be able to ask and give food or drink using the appropriate expressions. To achieve this goal, they would be given three speaking tasks and a language focus. In Task 9, the students would work in pairs to read a pictured dialog, answering the comprehension questions, and then practise the dialogue. Task 10 was a language focus which provided explanation about quantifiers. Then, they would complete the incomplete

dialogs based on the pictures, and then practise the dialogues. In Task 11, the students would have role-plays with the aids of pictures.

The goal of the reading section in unit two was to help the students to understand very simple pictured descriptive text. Reading tasks were given in Task 12, Task 13, and Task 14. In Task 12, the students would have a ‘read and tick’ activity. They would read a pictured descriptive text and then tick some pictures mentioned in the text. In Task 13, the students would be asked to identify some statements by writing ‘true’ or ‘false’. In Task 14, the students would answer some questions based on the text they read.

The goal of the writing section in unit two was to help the students to write short functional texts in the form of personal letters. There were three reading tasks and a language focus in unit two. In Task 15, the students would read a personal letter and then answer the comprehension questions by choosing the correct options. After that, in Task 16 they would study a language focus which provided the explanation and generic structure of a personal letter. In Task 17, the students would be asked to complete an incomplete personal letter by choosing the appropriate words available in the box. In Task 18, the students would arrange the jumbled parts of a personal letter and rewrite those parts into a good personal letter.

The title of unit three was ‘*My Hobby is Singing*’. There were 18 tasks in this unit. Those covered lead-in, listening section, speaking section, reading section, and writing section. The lead-in was given in Task 1. In this section, students would be given a pictured dialogue which was aimed to prompt them to think about a real

situation which usually happens in their daily life in which they usually discuss about their hobbies. After that, the teacher would give some oral questions related to the pictured dialog.

The goal of the listening section in unit three was to help the students to understand spoken stories with the aid of pictures. Before the listening tasks given, they would be given a task which was aimed to improve their vocabulary mastery. The vocabulary introduced in Task 2 was aimed to help the students to do the next tasks in this unit. In Task 2, they would match the pictures with the appropriate words. Listening tasks were given in Task 3, Task 4, and Task 5. In Task 3, the students would listen to a spoken story about hobbies. In this task, the teacher would read the story and showing the pictures, while the students would listen to the story and try to understand the story with the aids of pictures. Then, they would arrange the jumbled pictures. In task 4, the students would identify some statements by choosing 'true' or 'false' based on the story they listen to. In Task 5, the students would answer questions based on the story they listen to.

The goal of the speaking section unit three is to help the students to express like or dislike about hobbies using the appropriate expressions. To reach this goal, they would be given three speaking tasks. In Task 6, they would read a pictured dialog, answer the comprehension questions following the dialog, and then practice the dialog in pairs. In Task 7, the students would play '*Guessing Game*'. In Task 8, they would be asked to report their hobbies in front of the class.

There were two goals in the reading section of unit three. The first goal is to help the students to read a short functional text with the correct pronunciation and intonation. In task 9, they would be asked to read loudly a short functional text in the form of a personal letter. To help them to read the letter with the correct pronunciation and intonation, the teacher would read it loudly. In Task 10, they would identify some statements by choosing 'true' or 'false'. In Task 11, they would answer questions based on the letter they read.

The second goal of the reading section in unit three was to help the students to understand very simple pictured descriptive. In Task 12, they would read a pictured descriptive text and then answer the comprehension questions based on the text. In Task 13, they would read another pictured descriptive text and then identify some statements by choosing 'true' or 'false'. In Task 14, they would be asked to answer some questions based on the text they read.

The goal of the writing section in unit three was to help the students to write short functional texts in the form of short messages. There were three reading tasks and a language focus which would be given in unit three. In Task 15, they would be asked to read short message and then answer the comprehension questions. After that, in Task 16 they would study the language focus which provides the explanation and generic structure of a short message. In Task 17, they would be asked to complete incomplete short messages by choosing the appropriate sentences available in the box. In Task 18, they would write two short messages based on the situations.

#### 4. The Expert Judgment Data Analysis

After the first draft was designed, it was judged by the expert. In this process, the first draft was given to the expert (the 2<sup>nd</sup> consultant) and then corrected. The following are the results of the expert judgment.

##### 1) Unit One

Table 4.17: The Expert Judgment Data Analysis of Unit 1

Task	Suggestions	Revisions	
		Before	After
1	The instruction was not clear.	Listen and repeat.	Read and learn the dialog
3	The task should not be done in pairs.	in pairs	Individually
7	There was an inappropriate expression the dialog.	“That’s OK”	“Thank you”
11	There was a grammar error.	“has”	“have”
12	The lay-out of the pictured dialog was inappropriate.	In the pictured dialogue, the conversation was begun by the person in the right side.	In the pictured dialogue, the conversation was begun by the person in the left side.
13	There was a double sentence.	There was a double sentence in the descriptive text.	One of the sentences was deleted.
15	The instruction was not clear.	Read the text and choose true or false.	<ul style="list-style-type: none"><li>- Read the text carefully.</li><li>- Identify the following sentences based on the text above by writing ‘true’ or ‘false’.</li></ul>

2) Unit Two

Table 4.18: **The Expert Judgment Data Analysis of Unit 2**

Task	Suggestions	Revisions	
		Before	After
1	The lay-out of the pictured dialog was not appropriate.	In the pictured dialogue, the conversation was begun by the person in the right side.	In the pictured dialogue, the conversation was begun by the person in the left side.
3	There was a grammatical error.	looking to	looking at
6	There was a grammatical error.	come up	came out
7	There was a grammatical error.	ice tea	iced tea
7	There was an inappropriate terms.	<i>rumus</i>	<i>pola</i>
14	There was a grammatical error in the question number 3.	are	is
15	There was a grammatical error in the personal letter.	I and my sister	my sister and I
16	There was an inappropriate terms in the name of the parts of a personal letter.	complimentary close	complimentary closing
17	There was a grammatical error.	make	makes

3) Unit Three

Table 4.19: **The Expert Judgment Data Analysis of Unit 3**

Task	Suggestions	Revisions	
		Before	After
6	There was a missing letter in the word 'menyatakan'.	<i>Menyataka</i>	<i>Menyatakan</i>
7	The lay-out was inappropriate.	In the pictured dialogue, the conversation was begun by the person in the right side.	In the pictured dialogue, the conversation was begun by the person in

			the left side.
8	There was a grammatical error.	tell to your friends	tell your friends
15	There was a grammatical error.	go to swim	go swimming
17	There was a grammatical error in number four.	you want to the library	you want to go to the library

## 5. The Implementation, Evaluation, and The Revision of the Draft

### a. The Implementation, Evaluation, and The Revision of Unit 1

#### 1) The Implementation of unit 1

The implementation of each unit was conducted in two meetings. The first meeting was conducted on January 31, 2012 and the second meeting was conducted on February 2, 2012. The first meeting was for the spoken cycle and the second meeting was for written cycle. Unit 1 consists of 18 tasks. The title is “*In the Classroom*”. The following is the brief description of the whole tasks in Unit 1.

Table 4.20: **General Description of Unit 1**

Task	Instruction and description	Function
Task 1 (Lead-in)	<b>Instruction:</b> Read and learn the dialog.  <b>Description:</b> The picture and the dialog are aimed to help the students to think about conversations which usually happen in the classroom.	To help the students to think about the topic that would be learnt in this unit.
Task 2 (listening and reading)	<b>Instruction:</b> Listen and read the dialogue, and then answer the questions.  <b>Description:</b> The students have to listen to the dialogue read by the researcher while read the script of the dialogue, and then answer the comprehension questions.	- To give the students an integrated task (listening and reading) - To give an input to the students.
Task 3 (language focus)	<b>Instruction:</b> - Study the following explanation.	- To give an explanation about the expressions learnt in the previous

	<p>- Listen to the instructions, and then choose the appropriate pictures.</p> <p><b>Description:</b> In this task, the students have to learn about the explanation about the use of instructions. After that, the teacher will say some instructions, and then the students have to choose the appropriate pictures which illustrate the appropriate actions based on the instructions they listen to.</p>	<p>task</p> <ul style="list-style-type: none"> <li>- To give an exercise related to the previous explanation</li> </ul>
Task 4 (Listening)	<p><b>Instruction:</b> Listen to the instructions and then do the appropriate actions.</p> <p><b>Description:</b> In this task, the students listened to the instructions given by the teacher, and then some of them were asked to respond the instructions by doing the appropriate actions.</p>	<ul style="list-style-type: none"> <li>- To give the students a 'listen and do' activity</li> <li>- Providing an opportunity to practise responding instructions they usually listen to in the classroom.</li> </ul>
Task 5 (listening)	<p><b>Instruction:</b> Let's play <i>Simon Says</i>.</p> <p><b>Description:</b> In this task, the students play <i>Simon Says</i>.</p>	<ul style="list-style-type: none"> <li>- To give the students a 'listen and do' activity in the form of a game.</li> <li>- To give a fun listening activity</li> </ul>
Task 6 (vocabulary and pronunciation)	<p><b>Instruction:</b> Listen and repeat.</p> <p><b>Description:</b> In this task, the students have to learn the vocabulary by listening to the words pronounced by the teacher, and then repeat after the teacher.</p>	<ul style="list-style-type: none"> <li>- To improve the students' vocabulary mastery</li> <li>- To help the students to pronounce the words correctly</li> </ul>
Task 7 (speaking)	<p><b>Instruction:</b> In pairs, read the dialog and answer the questions and then practise the dialog.</p> <p><b>Description:</b> In this task, the students have to read a dialog and answer the comprehension questions, and then they have to practise the dialog in pairs.</p>	<ul style="list-style-type: none"> <li>- To give a speaking input</li> <li>- To give an opportunity to practise the dialog</li> </ul>
Task 8 (speaking)	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>- Study the following explanation.</li> <li>- In pairs, complete and practise the dialogs.</li> </ul>	<ul style="list-style-type: none"> <li>- Giving an explanation about the expressions learnt in the speaking section of unit 1.</li> <li>- To give a semi guided</li> </ul>



	<p><b>Description:</b> In this task, students have to learn the explanation about the expressions used to ask and give certain things. Then, the students have to complete the dialogues based on the pictures, and then practise the dialogues in pairs.</p>	exercise related to the materials in the previous tasks.
Task 9 (speaking)	<p><b>Instruction:</b> In pairs, use the following cues to practise the dialogues in Task 8.</p> <p><b>Description:</b> In this task, some pictures are provided to help the students to do the role-play activity.</p>	To give a free guided activity.
Task 10 (speaking)	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>- In pairs, read the dialog and answer the questions.</li> <li>- Answer the questions based on the dialogue above.</li> </ul> <p><b>Description:</b> In this task, the students have to work in pairs to read a dialogue and answer the comprehension questions, and then practise the dialogue.</p>	To give a speaking input.
Task 11 (language focus)	<p><b>Instruction:</b> Study the following explanation.</p> <p><b>Description:</b> In this task, students have to learn the explanation about the expressions used in the previous dialogue.</p>	To give a detailed explanation about the expressions used in the previous dialogue.
Task 12 (speaking)	<p><b>Instruction:</b> Let's play 'Survey Game'.</p> <p><b>Description:</b> In this task, students have to do a survey about how many things they have. They were given a checklist to help them in doing the survey.</p>	To give an opportunity to use the expressions they have learnt.
Task 13 (Reading)	<p><b>Instruction:</b> Read the text and then tick the things in Nina's bag.</p> <p><b>Description:</b> In this task, the students have to read a pictured descriptive text and then tick the pictures of the things mentioned in the text.</p>	To give a guided reading activity

Task 14 (Reading)	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>- Read the text aloud.</li> <li>- Identify the following sentences based on the text above by writing “<i>True</i>” or “<i>False</i>”.</li> </ul> <p><b>Description:</b> In this task, the students have to read a pictured descriptive text and then identified some sentences based on the text they read by writing “<i>True</i>” or “<i>False</i>”.</p>	To give a semi guided reading activity
Task 15 (Reading)	<p><b>Instruction:</b> Answer the questions based on the text above.</p> <p><b>Description:</b> In this task, students have to answer some questions based on the text thy read.</p>	To give a free guided reading activity
Task 16 (Writing)	<p><b>Instruction:</b> In pairs, read the notices and then study the explanation.</p> <p><b>Description:</b> In this task, the students have to read the examples of notices and then study the explanation.</p>	To give the students a writing input.
Task 17 (Writing)	<p><b>Instruction:</b> Choose the appropriate notices and rewrite the notices.</p> <p><b>Description:</b> in this task, there were five sentences, and the students had to choose the appropriate notices available in the box and the rewrite the notices in the available spaces.</p>	To give a semi guided writing activity.
Task 18 (Writing)	<p><b>Instruction:</b> Write the notices based on the situation.</p> <p><b>Description:</b> In this task, the students have to write two notices based on the situations.</p>	To give a free guided writing activity.

## 2) The Evaluation and The Revision of Unit 1

### a) Task 1

The results of the evaluation questionnaire of Task 1 in the form of quantitative data can be seen in the following table.

Table 4.21: The mean and category of Task 1 of Unit 1

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	15	14	2	0	3.42	Agree
2	Input	17	12	2	0	3.48	Agree
3	Procedure	14	15	2	0	3.39	Agree
4	Setting	9	18	4	0	3.16	Agree
5	Learner role	14	17	0	0	3.45	Agree
6	Teacher role	8	23	0	0	3.26	Agree

To know whether Task 1 is appropriate or not, the detailed analysis on the task components is given as follows.

#### (1) Task Components Analysis

- Goal

The goal of Task 1 is to help the students to think about topic that would be learnt in unit one. As shown in table 4.21, the quantitative data show that the mean value is 3.42 and it is categorized as *Agree*. It means that this task could help the students to think about the topic that would be learnt. The following interview excerpt supports the quantitative data.

- R : *OK. Kita mulai dari Task 1. Menurut kalian, apakah Task 1 bisa membantu kalian untuk mendapatkan gambaran tentang topik yang akan dibahas?* (OK. Let us start from Task 1. In your opinion, could Task 1 help you to imagine the topic that would be learnt?)
- Ss : *Bisa, Miss.* (Yes, it could, Miss.)
- R : *Gimana menurutmu, Fani?* (What do you think, Fani?)
- S1 : *Ya, Miss. Bisa.* (Yes, it could, Miss.)

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Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

The researcher asked the students to learn the pictured dialog in Task 1 individually. ... After a moment, she gave some oral questions related to the pictured dialog, such as: “*Where are they?*”. ... They could answer the questions. ... After doing this task, they could understand the topic that would be learnt in Unit 1.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The data above show that this task could help the students to think about the topic that would be learnt in Unit 1. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.48. It is categorized as *Agree*. It means that the input of this task was interesting and comprehensible. The following interview excerpt supports the quantitative data.

- R : *Apakah dialog bergambar pada Task 1 menarik dan bisa dipahami?* (Was the pictured dialog in Task 1 interesting and comprehensible?)
- S1 : *Ya, Miss!* (Yes, it was, Miss.)
- R : *Gambarnya jelas tidak?* (Was the picture clear?)
- S1 : *Jelas!* (Yes, it was.)
- R : *Menurut kamu gambarnya gimana, Antin? Menarik tidak?* (What do you think about the picture, Antin? Was it interesting?)
- S6 : *Menarik, Miss.* (Yes, it was, Miss.)

R : *Bisa dipahami tidak, Fendi?* (Was it comprehensible, Fendi?)  
S2 : *Bisa, Miss.* (Yes, it was, Miss.)

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Interview transcript unit 1, February 2, 2012

Based on the interview excerpt above, it can be seen that the input was interesting and comprehensible. The following field note also supports the data above.

The students looked enthusiastic to learn the pictured dialog. After a moment, she gave some oral questions related to the pictured dialog, such as: “*Where are they?*”. Sometimes she switched the questions into Indonesian to help the students to understand the questions. The students answered the question by saying “*Di kelas!*” enthusiastically. ... After that, she gave some other questions related to the pictured dialog, such as; “*Who is he?*” (pointing the teacher in the picture), “*Who are they?*” (pointing the students in the picture), “*What does he say to Andi?*”, “*What does Andi say?*”, “*What should Andi do?*”, etc. They could answer the questions.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that the students were interested in the input. They could answer the questions related to the input. It means that the input was interesting and comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.39 and it is categorized as *Agree*. It means that the activities in this task were interesting. It is supported by the following interview excerpt.

R : *Apakah rangkaian kegiatan pada Task 1 menarik?* (Were the activities in Task 1 interesting?)  
Ss : *Ya!* (Yes, they were.)  
R : *Menarik?* (Was it interesting?)  
S3 : *Ya. Sangat menarik.* (Yes, it was. It was very interesting.)

---

Interview transcript unit 1, February 2, 2012

The field note also supports the data above. It can be seen in the following field note.

The researcher asked the students to learn the pictured dialog in Task 1 individually. They looked enthusiastic to learn the pictured dialog. After a moment, she gave some oral questions related to the pictured dialog.... They could answer the questions. ... After that, she gave explanation about the pictured dialog.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The data above show that the students were enthusiastic to do the activities in Task 1. It indicates that the procedure was interesting for the students.

Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.16 and it is categorized as *Agree*. It means that the students could do this task individually. It is supported by the following interview excerpt.

R :*Apakah kalian bisa mengerjakan Task 1 secara sendiri- sendiri?* (Could you do Task 1 individually?)

Ss :*Bisa, Miss.* (Yes, we could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

The researcher asked the students to learn the pictured dialog in Task 1 individually. ... After a moment, she gave some oral questions related to the pictured dialog. They could answer the questions.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that the students could do Task 1 individually.

Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

In terms of learner role, the quantitative data show that the mean value is 3.45 and it is categorized as *Agree*. It means that the students were active in doing this task. It is supported by the following interview excerpt.

R :*Apakah kalian aktif dalam mengerjakan Task 1?* (Were you active in doing Task 1?)  
 Ss :*Ya, Miss!* (Yes, we were, Miss.)

---

(Interview transcript unit 1, February 2, 2012)

The field note also supports the data above. It can be seen as follows.

The students looked enthusiastic to learn the pictured dialog. After a moment, she gave some oral questions related to the pictured dialog, such as: “*Where are they?*”. Sometimes she switched the questions into Indonesian to help the students to understand the questions. The students answered the question by saying “*Di kelas!*” enthusiastically. To make them speaking in English, she asked them again “*In the classroom?*”. “*Yes, Miss.*” they answered together. “*So, they are in the....?*” said the researcher. “*Classroom!*” the students said loudly. After that, she gave some other questions related to the pictured dialog, such as; “*Who is he?*” (pointing the teacher in the picture), “*Who are they?*” (pointing the students in the picture), “*What does he say to Andi?*”, “*What does Andi say?*”, “*What should Andi do?*”, etc. They could answer the questions.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that they were active to learn the input and answer the researcher’s questions. It means that they acted as active learners.

Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of teacher role, the quantitative data show that the mean value is 3.26 and it is categorized as *Agree*. It means that the teacher played roles which

could help the students to accomplish this task. It is supported by the following interview excerpt.

- R : *Apakah guru memberikan perintah secara jelas?* (Did the teacher give the instructions clearly?)  
 Ss : *Iya!* (Yes, she did.)  
 R : *Apakah guru memberikan penjelasan secara jelas tentang materi pada Task 1?* (Did the teacher give the explanation about the materials in Task 1 clearly?)  
 Ss : *Iya, Miss!* (Yes, she did, Miss.)

---

Interview transcript unit 1, February 2, 2012

The interview excerpt above is supported by the field note. It can be seen as follows.

The researcher asked the students to learn the pictured dialog in Task 1 individually. ... After that, the teacher gave explanation about the pictured dialog.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The data above show that the teacher (the researcher) acted as an instructor and informer. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 1 are appropriate. The results can be seen in the following table.

**Table 4.22: The analysis of the components of Task 1 in Unit 1**

Component	Analysis	Revision
<b>Goal</b> Task 1 could help the students to think about the topic that would be learnt.	Appropriate	-



<b>Input</b> The input of Task 1 (the pictured dialog) was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 1 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 1 individually.	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 1. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played roles which could help the students to accomplish Task 1. She acted as an instructor and informer.	Appropriate	-

b) Task 2

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.23: **The mean and category of Task 2 of Unit 1**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	21	10	0	0	3.68	Strongly Agree
2	Input	20	8	3	0	3.55	Strongly Agree
3	Procedure	17	12	2	0	3.48	Agree
4	Setting	14	17	0	0	3.45	Agree
5	Learner role	17	10	2	2	3.35	Agree
6	Teacher role	15	16	0	0	3.48	Agree

To know whether the task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) The task components

- Goal

The goal of Task 2 is to improve students' listening and reading skills. As shown in table 4.23, the mean value for this component is 3.68 and it is categorized as *Strongly Agree*. It means that this task could help the students to improve their listening and reading skills. The following interview excerpt supports the quantitative data.

R : *OK. Kita lanjutkan ke Task 2. Apakah Task 2 bisa membantu kalian dalam meningkatkan kemampuan mendengarkan dan membaca?* (OK. Let us move on to Task 2. Could Task 2 help you to improve your listening and reading skills?)

Ss : *Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note also supports the data above. It can be seen as follows.

The students listened to the dialog read by the researcher. While listening to the dialog, they also read the script of the dialog. ... Then, they were asked to answer the comprehension questions. The results were satisfying. There were some students who could answer all of the questions correctly.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that in this task, the students could do the listening and reading practise in this task well. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.55 and it is categorized as *Strongly Agree*. It means that the inputs of Task 2

(the dialog and the picture) were interesting and comprehensible. The following interview excerpt supports the quantitative data.

R : *Apakah dialog dan gambar pada Task 2 bisa dipahami?* (Were the dialog and the picture in Task 2 comprehensible?)

Ss : *Bisa!* (Yes, they were.)

R : *Menarik tidak, Fendi?* (Were they interesting, Fendi?)

S2 : *Menarik, Miss.* (Yes, they were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The interview excerpt above shows that inputs were appropriate since they were interesting and comprehensible. The field note also supports the data above.

It can be seen as follows.

The students listened to the dialog read by the researcher. ... They did it enthusiastically. Then, they were asked to answer the comprehension questions. ... The results were satisfying.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The data above show that the students were interested in the inputs. They learnt the inputs enthusiastically. They were able to answer the comprehension questions based on the inputs. It means that the inputs were comprehensible and interesting. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.48 and it is categorized as *Agree*. It means that the activities in this task were interesting. It is supported by the following interview excerpt.

R : *Apakah rangkaian kegiatan pada Task 2 menarik dan bisa dipahami?* (Were the activities in Task 2 interesting?)

Ss : *Menarik, Miss!* (Yes, they were, Miss.)  
R : *Menurut kamu gimana, Nindi?* (What do you think, Nindi?)  
S5 : *Menarik, Miss.* (They were interesting, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note also supports the quantitative data and the interview results.

It can be seen as follows.

Next, the researcher asked the students to open the book on page 2. Then, she explained what they had to do in Task 2. The students listened to the dialog read by the researcher. While listened to the dialog, they also read the script of the dialog. They did it enthusiastically. Then, they were asked to answer the comprehension questions. ... Some minutes later, the researcher led them to check their answers together. .... After that, she gave explanation about the dialog. To check whether the students already understood the dialog or not, the researcher gave them some oral questions related to the dialog. They discussed about the dialog. Most of the students could answer the questions given by the researcher.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students were enthusiastic to do the activities in this task. It means that the procedure was interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.45 and it is categorized as *Agree*. It means that they could do this task individually. It is supported by the following interview excerpt.

R : *Apakah kalian bisa mengerjakan Task 2 secara sendiri- sendiri?* (Could you do Task 2 individually?)  
Ss : *Bisa!* (Yes, we could.)  
R : *Gimana, Hesti? Bisa nggak?* (Could you do it individually, Hesti?)  
S4 : *Bisa, Miss!* (Yes, I could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

The students listened to the dialog read by the researcher. While listening to the dialog, they also read the script of the dialog. .... Then, they were asked to answer the comprehension questions. They did it individually. Some minutes later, the researcher led them to check their answers together. The results were satisfying. There were some students who could answer all of the questions correctly.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The data above show that the students could do this task individually.

Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

˘ In terms of learner role, the quantitative data show that the mean value is 3.35 and it is categorized as *Agree*. It means that the students were active in doing this task. The following interview excerpt supports the quantitative data.

R :*Apakah kalian aktif dalam mengerjakan Task 2?* (Were you active in doing Task 2?)

Ss :*Iya, Miss!* (Yes, we were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note also supports the data above. It can be seen in the following field note.

The students listened to the dialog read by the researcher. While listening to the dialog, they also read the script of the dialog. They did it enthusiastically. Then, they were asked to answer the comprehension questions. ... They discussed the dialog. Most of the students could answer the questions given by the researcher.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The data above show that they were active to do the activities in this task.

They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of the teacher role, the quantitative data show that the mean value is 3.48 and it is categorized as *Agree*. It means that the teacher played roles which could help them to accomplish this task. The interview results support the quantitative data. It can be seen as follows.

- R : *Apakah guru memberikan perintah secara jelas?* (Did the teacher give the instructions clearly?)  
 Ss : *Iya!* (Yes, she did, Miss.)  
 R : *Menurut kamu gimana, Agnes?* (What do you think, Agnes?)  
 S3 : *Iya, Miss... Jelas.* (Yes, she did, Miss. She gave the instructions clearly.)  
 R : *Apakah guru memberikan penjelasan mengenai materi pada task 2 secara jelas?* (Did the teacher give the explanation about the materials in Task 2 clearly?)  
 Ss : *Iya, Miss!* (Yes, she did, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note also supports the data above. It can be seen as follows.

Then, the researcher explained what they had to do in Task 2. ... After that, she gave explanation about the dialog. To check whether the students already understood the dialog or not, the researcher gave them some oral questions related to the dialog. They discussed about the dialog. Most of the students could answer the questions given by the researcher.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the teacher acted as an instructor, informer, and a facilitator. Based on the whole data, it can be concluded that this component was appropriate.

## (2) The conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 2 are appropriate. It can be seen in the following table.

Table 4.24: **The analysis of the components of Task 2 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 2 could help the students to improve their listening and reading skills.	Appropriate	-
<b>Input</b> The inputs of Task 2 (the dialog and the picture) were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 2 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 2 individually.	Appropriate	-
<b>Learner role</b> The students were active in doing Task 2. They acted as active learners.	Appropriate	-
<b>Teacher role</b> The teacher played roles which could help the students to accomplish task 2. She acted as an instructor, informer, and a facilitator.	Appropriate	-

c) Task 3

The results of the evaluation questionnaire of Task 3 in the form of quantitative data can be seen in the following table.

Table 4.25: **The mean and category of Task 3 of Unit 1**

<b>No</b>	<b>Components</b>	<b>Score</b>				<b>Mean Value</b>	<b>Category</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
1	Goal	23	6	2	0	3.68	Strongly agree
2	Input	9	22	0	0	3.29	Agree
3	Procedure	13	16	2	0	3.35	Agree
4	Setting	13	17	1	0	3.39	Agree

5	Learner role	12	17	2	0	3.32	Agree
6	Teacher role	11	19	1	0	3.32	Agree

To know whether the task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) The Task Components

- Goal

The goal of Task 3 is to help the students to understand about the use of instructions. It is also aimed to improve students' listening skills. As shown in table 4.25, the quantitative data show that the mean value is 3.68 and it is categorized as *Strongly Agree*. The following interview excerpt also supports the data.

- R : *Ehm... apakah Task 3 bisa membantu kalian dalam memahami instruksi-instruksi yang digunakan di dalam kelas?* (Could Task 3 help you to understand instructions which are usually used in the classroom?)  
Ss : *Bisa, Miss.* (Yes, it could, Miss.)  
R : *Agnes, menurutmu bagaimana?* (Agnes, what do you think?)  
Ss : *Iya, Miss... Bisa.* (Yes, it could, Miss.)  
R : *Apakah Task 3 bisa membantu meningkatkan kemampuan kalian dalam mendengarkan?* (Could Task 3 help you to improve your listening skills?)  
Ss : *Bisa!* (Yes, it could.)

---

Interview transcript unit 1, February 2, 2012

The data above show that this task could help the students to improve their listening skills. The field note supports the data above. It can be seen as follows.

In this task, the students learnt a language focus about instructions which are usually used in the real communication. ... After a moment, she asked the students about what they already known after studying the explanation in Task 3. They were enthusiastic to answer the researcher's questions. Then, they did the comprehension exercise. The researcher said some instructions and they had to



choose the appropriate pictures based on the instructions they listened to. Then, they checked the answer together. They could do it well.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that this task could help the students to understand the instructions which are usually used in the real communication. This task also could help the students to improve their listening skills. They could do the listening activity well in this task. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.29 and it is categorized as *Agree*. It means that the input of this task (the explanation) was interesting and comprehensible.

The field note supports the quantitative data. It can be seen in the following field note.

They were asked to study the explanation in Task 3. ... Then, they did the comprehension exercise. ... They could do it well.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The data above show that they already understood the materials in this task. Although the quantitative data and the field note show that this component is appropriate, the interview results show a different fact. It can be seen in the following interview excerpt.

R : *OK. Mari kita lanjutkan ke Task 3.* (OK. Let us move on Task 3.)

S4 : *Oalah sing subjek-subjek....* (Err...It is about the grammatical rules...)

R : *Kenapa memangnya?* (What's wrong?)

S4 : *Yang subjek-subjek itu sulit Miss!* (It was difficult to understand, Miss!)

- R :*Oh...ya. Saya tahu maksud kalian. Terlalu rumit gitu ya?* (Oh.. I see what you mean. Was it too complex?)  
 Ss :*Iya, Miss!* (Yes, it was, Miss.)  
 R :*Tapi...apakah penjelasan pada Task 3 itu bisa dimengerti?* (But...anyway... could you understand the explanation in Task 3?)  
 S3 :*Sebagian bisa Miss, tapi yang subjek-subjek itu sulit.* (Some of them were comprehensible, Miss, but the grammatical rules were difficult to understand.)  
 R :*OK. Baiklah.* (OK.)

---

Interview transcript unit 1, February 2, 2012

As one of the data show that the input was difficult to understand, it can be concluded that this component is inappropriate. The input had to be simplified.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.35 and it is categorized as *Agree*. It means that the the activities in this task were interesting. The data is supported by the following excerpt of interview result.

- R :*Apakah rangkaian kegiatan pada Task 3 menarik?* (Were the activities in Task 3 interesting?)  
 Ss :*Iya, Miss!* (Yes, they were, Miss.)  
 R :*Menurut kamu gimana, Fendi?* (What do you think, Fendi?)  
 S2 :*Menarik, Miss.* (It was interesting, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note also supports the other two data. It can be seen as follows.

The students were asked to study the explanation in Task 3 individually. After a moment, she asked the students about what they already known after studying the explanation in Task 3. Some of them could answer the questions but it was in Bahasa Indonesia. Then, she gave a detailed explanation about the materials in Task 3. After that, she gave some oral questions related to the explanation, such as; “OK, what will you do if I say ‘Close the door, please’?”, what will you do if I say ‘Open your book, please’?, etc.” They answered the researcher’s questions enthusiastically. Then, they did the comprehension exercise. The researcher said

some instructions and they had to choose the appropriate pictures based on the instructions they listened to. Then, they checked the answer together. They could do it well. They looked enthusiastic to do the activities in this task.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that the students were enthusiastic to do the activities in this task. Based on whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.39 and it is categorized as *Agree*. It means that they could do this task in the setting that had been determined (individually). The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian bisa mengerjakan Task 3 secara sendiri- sendiri?* (Could you do Task 3 individually?

Ss :*Bisa!* (Yes, we could.)

R :*Antin gimana?* (What about you, Antin? Could you do it individually?)

S6 :*Bisa, Miss.* (Yes, I could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the quantitative data and the interview results. It can be seen as follows.

The students were asked to study the explanation in Task 3. Then, they did the comprehension exercise. ... They did it individually. After that, they checked the answer together. They could do it well.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that the students could do Task 3 individually. Based on the whole data, it can be concluded that this component is appropriate.

- Learner role

^ In terms of learner role, the quantitative data show that the mean value is 3.32 and it is categorized as *Agree*. It means that the students were actively involved in doing Task 3. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 3?* (were you active to do the activities in Task 3?)

Ss :*Iya, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the quantitative data and the interview results. It can be seen as follows.

The students were asked to study the explanation in Task 3 individually. After a moment, the researcher asked the students about what they already known after studying the explanation in Task 3. Some of them could answer the questions but it was in Bahasa Indonesia. ... After that, she gave some oral questions related to the explanation, such as; “OK, what will you do if I say ‘Close the door, please’?”, what will you do if I say ‘open your book, please’?, etc.” They were enthusiastic to answer the researcher’s questions.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that they were actively involved to do the activities in this task. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher role

In terms of teacher role, the quantitative data show that the mean value is 3.32 and it is categorized as *Agree*. It means that the teacher played roles which

could help the students to accomplish this task. The interview results support the quantitative data. It can be seen as follows.

- R :*Apakah guru memberikan perintah secara jelas?* (Did the teacher give the instructions clearly?)  
 Ss :*Iya, Miss.* (Yes, she did, Miss.)  
 R :*Apakah guru memberikan penjelasan secara jelas, Nindi?* (Did the teacher give the explanation clearly, Nindi?)  
 S5 :*Iya, Miss.* (Yes, she did, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the quantitative data and the interview results. It can be seen as follows.

After Task 2 successfully done, the researcher led the students to move on Task 3. She explained what they had to do in this task. ... Then, she gave a detailed explanation about the materials in Task 3.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that the teacher acted as an instructor and informer. It could help them to accomplish this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) The conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 3 are appropriate. The results can be seen in the following table.

Table 4.26: **The analysis of the components of Task 3 in Unit 1**

Component	Analysis	Revision
<b>Goal</b> Task 3 could help me to understand about the use of instructions. It also could help the students to improve their listening skills.	Appropriate	-

<b>Input</b> The inputs of Task 3 (the explanation and the picture) were interesting and comprehensible.	Inappropriate	The explanation should be simplified.
<b>Procedure</b> The activities in Task 3 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 3 individually.	Appropriate	-
<b>Learner role</b> The students were active in doing Task 3.	Appropriate	-
<b>Teacher role</b> The teacher played roles which could help the students to accomplish Task 3. She acted as an instructor and informer.	Appropriate	-

d) Task 4

The results of the implementation questionnaire of Task 4 in the form of quantitative data can be seen in the following table.

Table 4.27: **The mean and category of Task 4 of Unit 1**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	10	19	2	0	3.26	Agree
2	Input	17	11	3	0	3.45	Agree
3	Procedure	12	17	2	0	3.32	Agree
4	Setting	11	19	1	0	3.32	Agree
5	Learner role	17	14	0	0	3.55	Strongly Agree
6	Teacher role	16	13	2	0	3.45	Agree

To know whether the task was appropriate or not, the detailed analysis on the task components is given as follows.

### (1) The Task Components

- Goal

The goal of Task 4 was to improve students' listening skills. As shown in table 4.27, the mean value for this component is 3.26 and it is categorized as *Agree*. It means that this task could help the students to improve their listening skills. The following interview excerpt supports the quantitative data.

- R :*Apakah Task 4 bisa membantu meningkatkan kemampuan kalian dalam mendengarkan?* (Could Task 4 help you to improve your listening skills?)  
Ss :*Bisa, Miss.* (Yes, it could, Miss.)  
R :*Menurut kamu, Antin?* (What do you think, Antin?)  
S6 :*Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

In this task, the students were given a semi guided listening activity. It was a 'listen and do activity'. ... The researcher said some instructions and the students had to do the actions based on the instructions they listened to. ... Overall, this task was successfully done.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students could respond the instructions they listened to by doing appropriate actions. It means that this task could help the students to improve their listening skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.45 and it is categorized as *Agree*. It means that the input of this task was

interesting and comprehensible. The interview results support the quantitative data. It can be seen as follows.

- R : *Apakah perintah- perintah yang diucapkan oleh guru bisa dipahami?* (Were the instructions said by the teacher comprehensible?)  
Ss : *Bisa!* (Yes, they were.)  
R : *Menurut kamu gimana, Hesti?* (What do you think, Hesti?)  
S4 : *Bisa dipahami, Miss.* (They were comprehensible, Miss.)  
R : *Apakah itu menarik?* (Were they interesting?)  
S4 : *Menarik!* (Yes, they were.)
- 

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

The researcher said some instructions and the students had to do the actions based on the instructions they listened to. ... Most of the students could do the appropriate actions. They looked so enthusiastic to do it.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that the students were enthusiastic to listen to the instructions given by the researcher. It indicates that they were interested in the input. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.32 and it is categorized as *Agree*. It means that the activities in this task were interesting. The interview results support the quantitative data. It can be seen as follows.

- R : *Apakah rangkaian kegiatan pada Task 4 menarik?* (Were the activities in Task 4 interesting?)  
Ss : *Iya!* (Yes, they were.)  
R : *Menurutmu gimana, Fendi?* (What do you think, Fendi?)
-



S2 :*Menarik, Miss.* (It was interesting, Miss.)  
R :*Mengapa?* (Why?)  
S2 :*Ehm....gayeng gitu Miss..hehe...* (Err... it was fun, Miss. Haha...)

---

Interview transcript unit 1, February 2, 2012

The field note also supports the data above. It can be seen as follows.

The researcher explained what the students had to do in Task 4. After they already understood about what they had to do in this task, the activity was started. She said some instructions while the students had to do the actions based on the instructions they listened to. The students looked enthusiastic to do the activities in this task.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that the students did the activities enthusiastically. It indicates that the activities in this task were interesting for the students. Based on whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.32 and it is categorized as *Agree*. It means that the students could do Task 4 in the setting that had been determined (individually). The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah kalian bisa mengerjakan Task 4 secara sendiri- sendiri?* (Could you do Task 4 individually?)  
Ss :*Bisa, Miss!* (Yes, we could, Miss.)  
R :*Gimana, Fani?* (Could you do it individually, Fani?)  
S1 :*Bisa.* (Yes, I could.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the quantitative data and the interview results. It can be seen as follows.

It was a 'listen and do activity'. The students had to do it individually. ... Most of the students could do the appropriate actions. ... Overall, this task was successfully done.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that the students could do Task 4 individually.

Based on the whole data, it can be concluded that this component is appropriate.

- Learner role

In terms of learner role, the quantitative data show that the mean value is 3.55 and it is categorized as *Strongly Agree*. It means that the students were actively involved in doing this task. The results of the interview support the quantitative data. It can be seen as follows.

R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 4?* (Were you active to do the activities in Task 4?)

Ss :*Iya!* (Yes, we were.)

R :*Agnes, gimana?* (Were you active, Agnes?)

S3 :*Iya, Miss.* (Yes, I was, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note also supports the data above. It can be seen as follows.

After the students already understood about what they had to do in this task, the researcher started the activity. She said some instructions while the students had to do the actions based on the instructions they listened to. ... The students looked enthusiastic to do the activities in this task.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that they were actively involved in doing the activities in this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher role

In terms of the teacher role, the quantitative data show that the mean value is 3.45 and it is categorized as *Agree*. It means that the teacher played roles which could help the students to accomplish this task. The following interview excerpt supports the quantitative data.

- R :*Apakah peran guru memberikan perintah secara jelas?* (Did the teacher give the instructions clearly?)  
 Ss :*Iya, Miss!* (Yes, she did, Miss.)  
 R :*Apakah guru mengamati dan membimbing kalian saat kalian melakukan kegiatan pada Task 4?* (Did the teacher observe and guide you when you did the activities in Task 4?)  
 Ss :*Iya.* (Yes, she did.)

---

Interview transcript unit 1, February 2, 2012

The field note also supports the other two data. It can be seen as follows.

The researcher said some instructions and the students had to do the actions based on the instructions they listened to. ... During this activity, she observed and guided them.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that the teacher acted as an instructor, observer, and a facilitator. Based on the whole data, it can be concluded that this component is appropriate.

## (2) The conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 4 are appropriate. The results can be seen in the following table.

Table 4.28: **The analysis of the components of Task 4 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 4 could help the students to improve their listening skills.	Appropriate	-
<b>Input</b> The inputs of Task 4 (the instructions) were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 4 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 4 individually.	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 4.	Appropriate	-
<b>Teacher role</b> The teacher played roles which could help the students to accomplish Task 4.	Appropriate	-

e) Task 5

The results of the evaluation questionnaire of Task 5 in the form of quantitative data can be seen in the following table.

Table 4.29: **The mean and category of Task 5 of Unit 1**

<b>No</b>	<b>Components</b>	<b>Score</b>				<b>Mean Value</b>	<b>Category</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
1	Goal	14	17	0	0	3.45	Agree
2	Input	11	18	2	0	3.29	Agree
3	Procedure	19	11	1	0	3.58	Strongly Agree
4	Setting	10	21	0	0	3.32	Agree
5	Learner role	16	15	0	0	3.52	Agree
6	Teacher role	17	14	0	0	3.55	Strongly Agree

To know whether the task was appropriate or not, the detailed analysis on the task components is given as follows.

(1) The Task Components

- Goal

The goal of Task 5 is to improve students' listening skills. As shown in table 4.29, the the mean value for this component is 3.45 and it is categorized as *Agree*. It means that this task could help the students to improve their listening skills. The following interview excerpt supports the quantitative data.

R :*Apakah Task 5 bisa membantu kalian dalam meningkatkan kemampuan mendengarkan kalian?* (Could Task 5 help you to improve your listening skills?)

Ss :*Bisa.* (Yes, it could.)

R :*Gimana menurutmu, Hesti?* (What do you think, Hesti?)

S4 :*Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note also supports the data above. It can be seen in the following field note.

After a moment, the game was started. The researcher started saying instructions and the students did the appropriate actions based on the instructions they listened to. ... Most of the students could do listening activity well.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that they could do the listening activity well. It indicates that this task could help the students to improve their listening skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.29 and it is categorized as *Agree*. It means that the input of this task (the instructions said by the teacher) was interesting and comprehensible. The following interview excerpt supports the quantitative data.

- R :*Apakah instruksi- instruksi yang diucapkan oleh guru bisa dipahami?* (Were instructions said by the teacher comprehensible?)  
 Ss :*Iya!* (Yes, they were.)  
 R :*Menarik apa tidak?* (Were they interesting?)  
 Ss :*Menarik!* (Yes, they were.)  
 R :*Menurutmu gimana, Fendi?* (What do you think, Fendi)  
 S2 :*Menarik, Miss.* (They were interesting, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note also supports the other two data. It can be seen in the following field note.

The researcher started saying instructions and the students did the appropriate actions based on the instructions they listened to. Most of the students could do this listening activity well. ... They were so enthusiastic to do this activity.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that the students were enthusiastic to listen to the input given by the researcher. It indicates that the input of this task (the instructions) were interesting. The field note also shows that the students could do appropriate actions based on the instructions they listened to. It means that the inputs were comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.58 and it is categorized as *Strongly Agree*. It means that the activities in this task were interesting. The interview results support the quantitative data. It can be seen in the following excerpt.

- R :*Apakah rangkaian kegiatan pada Task 5 menarik?* (Were the activities in Task 5 interesting?)  
 Ss :*Iya!* (Yes, they were.)  
 R :*Nindi, menurutmu bagaimana?* (What do you think, Nindi?)  
 S5 :*Sangat menarik Miss!* (It was very interesting, Miss!)  
 R :*Mengapa?* (Why?)  
 S5 :*Gayeng!* (It was so fun!)  
 S4 :*Iya, gayeng...pas dihukum pake bedak itu lho Miss...hehe...* (Yes, it was so fun! Especially when some of us were punished using powder...hehe....)

---

Interview transcript unit 1, February 2, 2012

The field note also supports the data above. It can be seen in the following field note.

*“Oke. Sekarang kita akan bermain” (OK. Now, we will have a game)* said the researcher. *“Hurray!”* the students shouted simultaneously and they looked happy. Then, she explained about the name of the game and its rules. ... After a moment, the game was started. She started saying instructions and they do the appropriate actions based on the instructions they listened to. ... The students looked enthusiastic to do the activities in this task.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The data above show that the students were enthusiastic to do the activities in this task. It indicates that the activities in this task were interesting for the students. Based on whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.32 and it is categorized as *Agree*. It means that they could do this task in the setting that had been determined (in whole class). The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian bisa mengerjakan Task 5 secara bersama-sama sekelas?*  
(Could you do Task 5 in whole class?)

Ss : *Bisa!* (Yes, we could.)

R : *Antin, menurutmu bagaimana?* (What do you think, Antin?)

S6 : *Bisa, Miss.* (Yes, I could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

After a moment, the game was started. The students did it in whole class. ... Most of the students could do it well.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that the students could do this task in the setting that had been determined (in whole class). Based on the whole data, it can be concluded that this component is appropriate.

- Learner role

In terms of learner role, the quantitative data show that the mean value is 3.52 and it is categorized as *Agree*. It means that the students were actively involved in doing this task. The results of the interview support the quantitative data. It can be seen in the following excerpt.



R : *Apakah kalian kalian aktif dalam mengerjakan Task 5?* (Were you active in doing Task 5?)  
Ss : *Iya.* (Yes, we were.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

The researcher started saying instructions and the students did the appropriate actions based on the instructions they listened to. Most of the students could do it well. ... They were so enthusiastic to do this activity.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students were actively involved in doing this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher role

In terms of teacher role, the quantitative data show that the mean value is 3.55 and it is categorized as *Strongly Agree*. It means that the teacher played roles which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah guru memberikan instruksi secara jelas pada Task 5?* (Did the teacher give the instructions clearly in Task 5)  
Ss : *Iya, Miss!* (Yes, she did, Miss.)  
R : *Apakah guru memberikan penjelasan secara jelas?* (Did the teacher give the explanation clearly?)  
Ss : *Iya.* (Yes, she did.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

Then, the researcher explained about the name of the game and its rules. ... She started saying instructions and the students did the appropriate actions based on the instructions they listened to. Most of the students could do it well.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The data above show that the teacher acted as a facilitator, and an instructor. Based on the whole data, it can be concluded that this component is appropriate.

(2) The conclusion

Based on the result of the analysis, it can be concluded that the six components of Task 5 are appropriate. The results can be seen in the following table.

Table 4.30: **The analysis of the components of Task 5 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 5 could help the students to improve their listening skills.	Appropriate	-
<b>Input</b> The inputs of Task 5 (the instructions) were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 5 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 5 in whole class.	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 5. They acted as active learners.	Appropriate	-
<b>Teacher role</b> The teacher played roles which could help the students to accomplish Task 5. She acted as a facilitator and an instructor.	Appropriate	-

f) Task 6

The results of the evaluation questionnaire of Task 6 in the form of quantitative data can be seen in the following table.

Table 4.31: **The mean and category of Task 6 of Unit 1**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	14	17	0	0	3.45	Agree
2	Input	22	9	0	0	3.71	Strongly Agree
3	Procedure	10	21	0	0	3.32	Agree
4	Setting	5	25	1	0	3.13	Agree
5	Learner role	8	21	2	0	3.19	Agree
6	Teacher role	13	18	0	0	3.42	Agree

To know whether the task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) The Task Components

- Goal

The goal of Task 6 is to improve the students' vocabulary mastery and pronunciation. As shown in table 4.31, the mean value for this component is 3.45 and it is categorized as *Agree*. It means that this task could help the students to improve their vocabulary mastery and pronunciation. The following interview excerpt also supports the data.

R :*Apakah Task 6 bisa membantu meningkatkan pengetahuan kosa kata kalian?* (Could Task 6 help you to improve your vocabulary mastery?)

Ss :*Iya.* (Yes, it could.)

R :*Apakah Task 6 bisa membantu meningkatkan kemampuan kalian dalam mengucapkan kata- kata?* (Could Task 6 help you to improve your skill on pronouncing the words?)

Ss :*Iya, Miss!* (Yes, it could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the quantitative data and the interview results. It can be seen as follows.

Then, the researcher pronounced the words one by one while showing the picture. The students repeated saying the words together. ... Next, the researcher checked whether they had been able to mention the words or not by showing the pictures one by one and then asked the students to mention the name of the things in the pictures with the correct pronunciation. Most of the students could do it well.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that at the end of this task, the students were able to mention and correct the words correctly. It indicates that this task could help the students to improve their vocabulary mastery and pronunciation. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.71 and it is categorized as *Strongly Agree*. It means that the input of this task (the pictured vocabulary) was interesting and comprehensible. The following interview excerpt supports the quantitative data.

R :*Apakah kosakata bergambar pada Task 6 menarik?* (Was the pictured vocabulary in Task 6 interesting?)

Ss :*Sangat menarik, Miss.* (It was very interesting, Miss.)

R :*Mengapa menarik, Agnes?* (Why was it interesting, Agnes?)

S3 :*Warna-warni gambarnya, Miss. Hehe...* (It was colorful, Miss.)

R :*Bisa dipahami tidak?* (Was it comprehensible?)

S3 :*Bisa!* (Yes, it was.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

The students were so enthusiastic to have a look at the pictured vocabulary in Task 6. ... Next, the researcher checked whether they had been able to mention

the words or not by showing the pictures one by one and then asked the students to mention the name of the things in the pictures with the correct pronunciation. Most of the students could do it well.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students were enthusiastic to learn the input (the pictured vocabulary). They also could understand the pictured vocabulary. It indicates that the input was interesting and comprehensible. Based on the whole data, it can be concluded that this component was appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.32 and it is categorized as *Agree*. It means that the activities in this task were interesting. The following interview excerpt supports the quantitative data.

R :*Apakah rangkaian kegiatan pada Task 6 menarik?* (Were the activities in Task 6 interesting?)

Ss :*Iya, Miss!* (Yes, they were, Miss.)

R :*Menurut kamu gimana, Nindi?* (What do you think, Nindi?)

S5 :*Menarik, Miss.* (They were interesting, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

After that, the researcher led the students to move on Task 6. She asked the students to read the instruction in this task and then explained what they had to do. ... Then, the researcher pronounced the words one by one while showing the picture. The students repeated saying the words together. ... Next, the researcher checked whether they had been able to mention the words or not by showing the pictures one by one and then asked the students to mention the name of the things in the pictures with the correct pronunciation. Most of the students could do it well. They looked so enthusiastic.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that the students were enthusiastic to do the activities in this task. It indicates that the procedure was interesting. Based on whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.13 and it is categorized as *Agree*. It means that they could do Task 6 in whole class. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Apakah kalian bisa mengerjakan Task 6 secara bersama-sama dengan teman sekelas?* (Could you do Task 6 in whole class?)

Ss : *Bisa, Miss.* (Yes, we could, Miss.)

R : *Kesulitan tidak?* (Was it difficult?)

Ss : *Tidak.* (No, it was not, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

They did this task in whole class. ... Most of the students could do it well.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The data above show that the students could do this task in whole class. Based on the whole data, it can be concluded that this component is appropriate.

- Learner role

In terms of learner role, the quantitative data show that the mean value is 3.19 and it is categorized as *Agree*. It means that they were actively involved in doing this task. The results of the interview support the quantitative data. It can be seen as follows.

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 6?* (Were you active to do the activities in Task 6?)  
Ss : *Iya, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

Then, the researcher pronounced the words one by one while showing the picture. The students repeated saying the words together. ... Next, the researcher checked whether they had been able to mention the words or not by showing the pictures one by one and then asked the students to mention the name of the things in the pictures with the correct pronunciation. ... They looked so enthusiastic.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that the students were actively involved in doing this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher role

In terms of teacher role, the quantitative data show that the mean value is 3.42 and it is categorized as *Agree*. It means that the teacher played roles which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah guru menerangkan kosakata pada Task 6 secara jelas?* (Did the teacher explain about the vocabulary in Task 6 clearly?)  
Ss : *Iya, Miss!* (Yes, she did, Miss.)  
R : *Fendi, menurutmu gimana?* (Fendi, what do you think?)  
S2 : *Sangat jelas menerangkannya, Miss.* (She explained very clearly.)  
R : *Suka tidak dijelaskan dengan menggunakan gambar- gambar itu?* (Were you happy to be explained by using pictures?)  
Ss : *Sangat senang.* (We were very happy.)  
R : *Apakah guru membantu saat kalian mengalami kesulitan?* (Did the teacher help you when you had difficulties?)  
Ss : *Iya!* (Yes, she did.)

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Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

Then, the researcher pronounced the words one by one while showing the picture. She used pictures as the media. After that, the researcher helped some students who could not say the words correctly. They were used to read the sound /r/ too clearly. The researcher tried to give more practice in pronouncing those words, especially those which have the sound /r/, such as; *a board, a door, a sharpener*, etc.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The field note above shows that the teacher (the researcher) tried to explain clearly using flashcards. She also helped the students when they had difficulties. She acted as a facilitator. Based on the whole data, it can be concluded that this component is appropriate.

(2) The conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 6 are appropriate. The results can be seen in the following table.

Table 4.32: **The analysis of the components of Task 6 in Unit 1**

Component	Analysis	Revision
<b>Goal</b> Task 6 could improve students' vocabulary mastery and pronunciation.	Appropriate	-
<b>Input</b> The input (pictured vocabulary) was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 6 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 6 in whole class.	Appropriate	-
<b>Learner role</b>	Appropriate	-



The students were actively involved in doing Task 6.		
<b>Teacher role</b> The teacher played roles which could help the students to accomplish task 6. She acted as a facilitator.	Appropriate	-

g) Task 7

The results of the evaluation questionnaire of Task 7 in the form of quantitative data are presented in the following table.

Table 4.33: **The mean and category of Task 7 of Unit 1**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	20	8	3	0	3.55	Strongly Agree
2	Input	11	17	3	0	3.26	Agree
3	Procedure	13	14	4	0	3.29	Agree
4	Setting	6	23	2	0	3.13	Agree
5	Learner role	7	22	2	0	3.16	Agree
6	Teacher role	16	15	0	0	3.52	Agree

To know whether the Task 7 is appropriate or not, the detailed analysis on the task components is given as follows.

(1) Task Components Analysis

- Goal

The goal of this task is to help the students to improve their speaking skills. As shown in table 4.33, the quantitative data show that the mean value is 3.55 and it is categorized as *Strongly Agree*. It means that this task could help the

students to improve their speaking skills. The following interview excerpt supports the quantitative data.

- R :*Apakah Task 7 bisa membantu meningkatkan kemampuan kalian dalam berbicara?* (Could Task 7 help you to improve your speaking skills?)  
Ss :*Bisa, Miss.* (Yes, it could, Miss.)  
R :*Coba, misalnya kamu mau meminjam pensil dari temanmu, kamu seharusnya bilang gimana?* (For example you want to borrow a pencil from your friend. What should you say?)  
Ss :*"May I borrow your pencil?"*  
R :*"Very good!" Terus misalnya pensilnya itu boleh dipinjam, apa yang seharusnya dikatakan oleh yang punya pensil itu?* (Very good! If the pencil can be borrowed, what should be said by the pencil owner?)  
Ss :*"Sure."*  
R :*Selain itu bisa mengucapkan apalagi?* (What is else?)  
Ss :*"Certainly."*  
R :*"Very good!"*

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Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

The students worked in pairs to read the dialog and answer the comprehension questions. ... After they quite understood about the dialog, the researcher asked them to act the dialog out. ... They were asked to give the thing borrowed by the teacher using the appropriate expression. After that, they (whose things were borrowed by the teacher) were asked to pretend to borrow the thing from the researcher. They could do it well.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

The data above show that in this task, they could practise the dialog well.

It could improve their speaking skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.26 and it is categorized as *Agree*. It means that the input in this task was

interesting and comprehensible. The following interview excerpt supports the quantitative data.

- R : *Apakah teks dialog pada Task 7 bisa dipahami?* (Was the dialog in Task 7 comprehensible?)  
Ss : *Bisa.* (Yes, it was.)  
R : *Menarik apa tidak, Fani?* (Was it interesting, Fani?)  
S1 : *Menarik, Miss.* (Yes, it was, Miss.)  
R : *Kalo gambarnya gimana? Menarik tidak?* (How about the picture? Was it interesting?)  
S1 : *Menarik!* (Yes, it was.)  
R : *Jelas tidak itu gambarnya?* (Was the picture clear?)  
S1 : *Jelas!* (Yes, it was.)  
R : *Bisa dipahami maksudnya?* (Was it comprehensible?)  
S1 : *Bisa, Miss.* (Yes, it was, Miss.)

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Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

In this task, the students were given a dialog. They worked in pairs to read the dialog and answer the comprehension questions. Some minutes later, they checked the answers together. Most of the students could answer the comprehension questions correctly. They looked enthusiastic to do it.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students could comprehend the input. They were also enthusiastic to learn it. It indicates that the input was comprehensible and interesting. Based the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.29 and it is categorized as *Agree*. It means that the activities in this task were

interesting. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Apakah rangkaian kegiatan pada Task 7 menarik?* (Were the activities in Task 7 interesting?)

Ss : *Iya!* (Yes, they were.)

R : *Menurut kamu, Antin?* (What do you think, Antin?)

S6 : *Menarik, Miss.* (They were interesting, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

The students worked in pairs to read the dialog and answer the comprehension questions. Some minutes later, they checked the answer together. ... They looked enthusiastic to do it. Then, the researcher led them to discuss what the dialog was about. ... Then, the students practised the dialogue with their partners. ... To make sure that the students had been able to borrow and lend a certain thing using the appropriate expressions, the researcher then pretended to borrow something from some of them. They were asked to give the thing borrowed by the teacher using the appropriate expression. After that, they were asked to pretend to borrow the things from the researcher. They could do it well. They were so active in doing the activities in this task.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students were enthusiastic to do the activities in this task. It indicates that the procedure was interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.13 and it is categorized as *Agree*. It means that the students could do Task 7 in the setting that had been determined (in pairs). The interview results support the quantitative data. It can be seen as follows.

- R : *Apakah kalian bisa mengerjakan Task 7 secara berpasangan?* (Could you do Task 7 in pairs?)  
 Ss : *Bisa, Miss.* (Yes, we could, Miss.)  
 R : *Kesulitan tidak berkerjasama dengan pasangan kalian?* (Was it difficult to work with your partners?)  
 Ss : *Tidak, Miss.* (No, it was not, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

The students worked in pairs to read the dialog and answer the comprehension questions. Some minutes later, they checked the answer together. Most of the students could answer the comprehension questions correctly. ... Then, the students practised the dialog with their partners. ... They could do it well.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students could do this task in pairs. Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

In terms of learner role, the quantitative data show that the mean value is 3.16 and it is categorized as Agree. It means that the students were actively involved in doing this task. The interview results support the quantitative data. It can be seen in the following excerpt.

- R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 7?* (Were you active to do the activities in Task 7?)  
 Ss : *Iya, Miss!* (Yes, we are, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

The students worked in pairs to read the dialog and answer the comprehension questions. ... They looked enthusiastic to do it. Then, the researcher led them to

discuss what the dialog was about. ... The students then practiced the dialog with their partners. ... They could do it well.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the students were actively involved in doing this task. They were enthusiastic in reading the dialog, answering the comprehension questions, discussing, and practicing the dialog. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of teacher role, the quantitative data show that the mean value is 3.52 and it is categorized as *Agree*. It means that the teacher played roles which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah guru menerangkan materi pada Task 7 secara jelas?* (Did the teacher explain the materials in Task 7 clearly?)

Ss : *Iya, Miss!* (Yes, she did, Miss.)

R : *Apakah guru memantau dan membantu kalian saat kalian mempraktikkan dialog?* (Did the teacher observe and help you when you practiced the dialog?)

Ss : *Iya.* (Yes, she did.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

Then, the researcher led them to discuss what the dialog was about. She also gave explanation about the dialog. After the students quite understood about the dialog, she asked them to act the dialog out. Before they did it, the researcher gave an example by reading the dialogue aloud and then asked the students to repeat after her. The students then practiced the dialogue with their partners. The researcher went around the class to observe them and gave feedback to them.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the teacher (the researcher) acted as a facilitator, observer, and feedback giver. It was aimed to help the students to accomplish this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 7 are appropriate. The results can be seen in the following table.

Table 4.34: **The analysis of the components of Task 7 in Unit 1**

Component	Analysis	Revision
<b>Goal</b> Task 7 could help the students to improve their speaking skills.	Appropriate	-
<b>Input</b> The input of Task 7 was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 7 were interesting.	Appropriate	-
<b>Setting</b> The students could do task 7 in pairs.	Appropriate	-
<b>Learner role</b> The learners were actively involved in doing task 7. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played roles which could help the students to accomplish Task 7.	Appropriate	-

h) Task 8

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.35: **The mean and category of Task 8 of Unit 1**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	13	18	0	0	3.42	Agree
2	Input	20	11	0	0	3.65	Strongly Agree
3	Procedure	12	19	0	0	3.39	Agree
4	Setting	11	17	3	0	3.26	Agree
5	Learner role	24	5	2	0	3.71	Strongly Agree
6	Teacher role	18	13	0	0	3.58	Agree

To know whether the task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) The task components

- Goal

The goal of Task 8 is to improve students' speaking skills. As shown in table 4.35, the mean value for this component is 3.42 and it is categorized as *Agree*. It means that this task could help the students to improve their speaking skills. The interview results support the quantitative data. It can be seen in the following excerpt.



- R : *Apakah Task 8 bisa membantu kalian dalam meningkatkan kemampuan berbicara?* (Could Task 8 help you to improve your speaking skills?)  
 Ss : *Bisa!* (Yes, it could.)  
 R : *Hesti, gimana menurut kamu?* (Hesti, what do you think?)  
 S4 : *Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

The students were given a semi guided speaking activity. ... After that, they completed the dialogues based on the pictures. Then, they discussed what the dialogs were about. After they already understood about the dialogs, they were asked to practise it in pairs. ... They could practise the dialogs well.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the students could do the speaking activities well. It could help them to improve their speaking skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.65 and it is categorized as *Strongly Agree*. It means that the input of this task was interesting and comprehensible. The interview results support the quantitative data. It can be seen as follows.

- R : *Apakah penjelasan pada Task 8 bisa dipahami?* (Was the explanation, in Task 8 interesting?)  
 Ss : *Iya, Miss.* (Yes, it was, Miss.)  
 R : *Teks dialognya gimana? Menarik dan bisa dipahami tidak?* (How are the dialogs? Were they interesting and comprehensible?)  
 Ss : *Bisa!* (Yes, they were.)  
 R : *Gimana dengan gambar- gambarnya? Menarik nggak?* (How about the pictures? Were they interesting?)  
 Ss : *Menarik, Miss.* (Yes, they were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The data above are supported by the field note. It can be seen in the following field note.

After the researcher gave the instruction, the students started studying the explanation in Task 8. ... After that, they completed the dialogs based on the pictures. They looked enthusiastic in studying the explanation and completing the dialogs. Some minutes later, she led them to check it together. Most of the students could complete the dialogs correctly.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students were enthusiastic in studying the explanation and completing the dialogs. It indicates that the inputs in this task were interesting for the students. The field note also shows that the students could comprehend the inputs. It indicates that the inputs were comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.39 and it is categorized as *Agree*. It means that the activities in this task were interesting. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah rangkaian kegiatan pada Task 8 menarik?* (Were the activities in Task 8 interesting?)

Ss :*Iya, Miss.* (Yes, they were, Miss.)

R :*Agnes, menurut kamu gimana?* (What do you think, Agnes?)

S3 :*Menarik, Miss.* (They were interesting, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After the researcher gave the instruction, the students started studying the explanation in Task 8. Then, the researcher gave a brief explanation about the materials. After that, they completed the dialogs based on the pictures. Some minutes later, she led them to check it together. Most of the students could complete the dialogs correctly. After that, they discussed what the dialogs were about. After they already understood about the dialogs, they were asked to practise it in pairs. They did it enthusiastically.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students were enthusiastic in doing the activities in this task. It indicates that the activities in this task were interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.26 which is categorized as *Agree*. It means that they could do this task in the setting that had been determined (in pairs). The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian bisa mengerjakan Task 8 secara berpasangan?* (Could you do Task 8 in pairs?)

Ss : *Bisa, Miss.* (Yes, we could, Miss.)

R : *Kesulitan tidak berkerjasama dengan temanmu?* (Was it difficult to work with your partners?)

Ss : *Tidak.* (No, it was not.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the following field note.

In Task 8, the students worked in pairs. ... After that, they completed the dialogs based on the pictures. Some minutes later, the researcher led them to check it together. Most of the students could complete the dialogs correctly. ... After they already understood about the dialogs, they were asked to practise it in pairs. They could practise the dialogs well.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the students could accomplish this task in pairs. Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

In terms of learner role, the quantitative data show that the mean value is 3.71 and it is categorized as *Strongly Agree*. It means that the students were actively involved in doing this task. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 8?* (Were you active to do the activities in Task 8?)

Ss : *Iya, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After the researcher gave the instruction, the students started studying the explanation in Task 8. ... After that, they completed the dialogs based on the pictures. ... Then, they discussed what the dialogs were about. After they already understood about the dialogs, they were asked to practise it in pairs. They did it enthusiastically.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the students were actively involved in doing Task 8. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of teacher role, the quantitative data show that the mean value is 3.58 and it is categorized as *Strongly Agree*. It means the teacher played roles which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah guru menerangkan materi pada Task 8 secara jelas?* (Did the teacher explain the materials in Task 8 clearly?)

Ss : *Iya, Miss.* (Yes, she did, Miss.)

R : *Apakah guru memantau dan membantu saat kalian mempraktikkan dialog* (Did the teacher observe and help you when you practiced the dialogs?)

Ss : *Iya!* (Yes, she did.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the following field note.

Then, the researcher gave a brief explanation about the materials. ... When the students practised the dialogs, the researcher walked around the classroom to observe and help them.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the teacher (the researcher) acted as a facilitator and observer. It was aimed to help the students to accomplish this task. Based on the whole data, it can be concluded that this component is appropriate.

(2) The conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 8 are appropriate. The conclusion can be seen in the following table.

Table 4.36: **The analysis of the components of Task 8 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 8 could help the students to improve their speaking skills.	Appropriate	-
<b>Input</b> The inputs of Task 8 were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 8 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 8 in the setting that had been determined (in pairs).	Appropriate	-
<b>Learner role</b> The learners were actively involved in doing Task 8. They acted as active learners.	Appropriate	-
<b>Teacher role</b> The teacher played roles which could help the students to accomplish Task 8. She acted as a facilitator and observer.	Appropriate	-

i) Task 9

The results of the evaluation questionnaire of Task 9 in the form of quantitative data can be seen in the following table.

Table 4.37: **The mean and category of Task 9 of Unit 1**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	12	19	0	0	3.39	Agree
2	Input	16	14	1	0	3.48	Agree
3	Procedure	12	16	3	0	3.29	Agree
4	Setting	5	24	2	0	3.10	Agree
5	Learner role	16	13	2	0	3.45	Agree
6	Teacher role	17	14	0	0	3.55	Strongly Agree

To know whether the task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) The Task Components

- Goal

The goal of Task 9 is to improve students' speaking skills (in order to be able to borrow and lend certain things using appropriate expressions). As shown in table 4.37, the mean value for this component is 3.39 and it is categorized as *Agree*. It means that this task could help the students to improve their speaking skills. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah Task 9 bisa membantu kalian dalam meningkatkan kemampuan berbicara?* (Could Task 9 help you to improve your speaking skills?)

Ss :*Iya, Miss.* (Yes, it could, Miss.)

R :*Menurutmu menurutmu gimana, Antin?* (What do you think, Antin?)

S6 :*Iya, Miss. Bisa membantu.* (Yes, it could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The students were asked to prepare two of the things showed in the pictures. The things were used to do the role-plays in this Task. ... After that, the researcher asked the students to start doing role-plays. Overall, this task was successfully done.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the students could do the role-plays successfully. It means that this task could help them to improve their speaking skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.48 and it is categorized as *Agree*. It means that the input of this task was interesting and comprehensible. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah gambar- gambar pada Task 9 menarik?* (Were the pictures in Task 9 interesting?)

Ss : *Iya!* (Yes, they were.)

R : *Bisa dipahami tidak, Fani?* (Were they comprehensible, Fani?)

S1 : *Bisa, Miss.* (Yes, they were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

The students were given four pictures of the things in the classroom. They looked enthusiastic to look at the pictures. ... After that, the researcher asked the students to start doing role-plays. Overall, this task was successfully done.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012



From the field note above, it can be seen that the students were interested in the inputs in this task (the pictures). They could understand the pictures. It means that the inputs were comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.29 and it is categorized as *Agree*. It means that the activities in this task were interesting. The interview results support the quantitative data. It can be seen in the following interview excerpt.

- R :*Apakah rangkaian kegiatan pada Task 9 menarik?* (Were the activities in Task 9 interesting?)  
Ss :*Iya, Miss!* (Yes, they were, Miss.)  
R :*Menurut kamu, Nindi?* (What do you think, Nindi?)  
S5 :*Menarik, Miss.* (They were interesting, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The students were given four pictures of the things in the classroom. They looked enthusiastic to look at the pictures. Then, the researcher explained what they had to do in this task. They were asked to prepare two of the things showed in the pictures. The things were used to do the role-plays in this Task. She gave an example of how to do the role play. After that, she asked the students to start doing role-plays. ... Overall, this task was successfully done.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students were enthusiastic to do the activities in this task. It indicates that the procedure was

interesting. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.10 and it is categorized as *Agree*. It means that the students could do this task in the setting that had been determined (in pairs). The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian bisa mengerjakan Task 9 secara berpasangan?* (Could you do Task 9 in pairs?)

Ss :*Bisa, Miss.* (Yes, we could, Miss.)

R :*Kesulitan nggak bekerjasama dengan temanmu?* (Was it difficult for you to work with your partners?)

Ss :*Tidak, Miss.* (No, it was not, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the following field note.

In this task, the students worked in pairs. ... After that, the researcher asked the students to start doing role-plays. Overall, this task was successfully done.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the students could do this task in pairs. Based on the whole data, it can be concluded that this component is appropriate.

- Learner role

˘ In terms of learner role, the quantitative data show that the mean value is 3.45 and it is categorized as *Agree*. It means that the students were actively

involved in doing Task 9. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah kalian aktif dalam mengerjakan Task 9?* (Were you active in doing Task 9?)

Ss :*Iya.* (Yes, we were.)

R :*Hesti, gimana?* (Hesti, how about you?)

S4 :*Aktif, Miss.* (I was active, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The students looked enthusiastic to look at the pictures. One of them asked “*Miss, ini gambarnya diapakan?*” (“*Miss, what should we do with the pictures?*”). ... After that, the researcher asked the students to start doing role-plays. Overall, this task was successfully done. They were actively involved in doing this task.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students were actively involved in this task. When they did not understand about something, they asked to the teacher. They could do the role-plays successfully in this task. They were acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher role

In terms of teacher role, the quantitative data show that the mean value is 3.55 and it is categorized as *Strongly Agree*. It means that the teacher played appropriate roles which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen as follows.

- R : *Apakah guru memberikan contoh secara jelas pada Task 9?* (Did the teacher give the examples clearly in Task 9?)
- Ss : *Iya, Miss.* (Yes, she did, Miss.)
- R : *Apakah guru membantu kalian jika kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)
- Ss : *Iya!* (Yes, she did.)
- R : *Apakah guru memantau dan membantu kalian saat kalian bermain peran?* (Did the teacher observe and help you when you did the role-plays?)
- Ss : *Iya.* (Yes, she did.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

*“Miss, ini gambarnya diapakan?” (“Miss, what should we do with the pictures?”).* Then, the researcher explained what they had to do in this task. ... She gave an example of how to do the role play. She pretended to borrow something from the students. After that, she asked the students to start doing role-plays. She walked around the class to observe and help them.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the teacher acted as a facilitator and an observer. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) The conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 9 are appropriate. The conclusion can be seen in the following table.

**Table 4.38: The analysis of the components of Task 9 in Unit 1**

Component	Analysis	Revision
<b>Goal</b> Task 9 could help the students to improve their speaking skills.	Appropriate	-

<b>Input</b> The inputs of Task 9 were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 9 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 9 in pairs.	Appropriate	-
<b>Learner role</b> The learners were actively involved in doing Task 9. They acted as active learners.	Appropriate	-
<b>Teacher role</b> The teacher played appropriate roles which could help the students to accomplish Task 9. She acted as a facilitator and an observer.	Appropriate	-

j) Task 10

The results of the evaluation questionnaire of Task 10 in the form of quantitative data can be seen in the following table.

Table 4.39: **The mean and category of Task 10 of Unit 1**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	13	18	0	0	3.42	Agree
2	Input	17	11	3	0	3.45	Agree
3	Procedure	12	19	0	0	3.39	Agree
4	Setting	11	17	3	0	3.26	Agree
5	Learner role	13	16	2	0	3.35	Agree
6	Teacher role	16	14	1	0	3.48	Agree

To know whether the task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) The Task Components

- Goal

The goal of Task 10 is to improve students' speaking skills. As shown in table 4.39, the mean value for this component is 3.42 and it is categorized as *Agree*. It means that this task could help the students to improve their speaking skills. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah Task 10 bisa membantu meningkatkan kemampuan berbicara kalian?* (Could task 10 help you to improve your speaking skills?)  
 Ss : *Bisa!*. (Yes, it, could.)  
 R :*Gimana Antin, menurut kamu?* (What do you think, Antin?)  
 S6 :*Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The students read the dialog and then answered the comprehension questions. ... After that, the researcher led them to practise the dialog in pairs. ... Most of the students could do it well.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students could practise the dialog well. It could help them to improve their speaking skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.45 and it is categorized as *Agree*. It means that the input of this task was

interesting and comprehensible. The following interview excerpt also supports the quantitative data.

- R :*Apakah teks dialog pada Task 10 menarik?* (Was the dialogue in Task 10 interesting?)  
Ss :*Iya, Miss!* (Yes, it was, Miss.)  
R :*Bisa dipahami tidak, Fendi?* (Was it comprehensible, Fendi?)  
S2 :*Bisa, Miss.* (Yes, it was, Miss.)  
R :*Kalau gambarnya gimana? Menarik tidak?* (How about the picture? Was it interesting?)  
S2 :*Menarik.* (Yes, it was.)  
R :*Bisa dipahami?* (Was it comprehensible?)  
S2 :*Bisa!* (Yes, it was.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

The students read the dialog and then answered the comprehension questions. They looked enthusiastic to learn the dialog. Some minutes later, the researcher led them to check their answers together. Most of the students could answer the comprehension questions correctly.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students were enthusiastic to learn the dialog. It indicates that the input (the dialog) was interesting for the students. They could answer the comprehension questions based on the input. It means that the input was comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative result shows that the mean value is 3.39 and it is categorized as *Agree*. It means that the the activities in this

task were interesting. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah rangkaian kegiatan pada Task 10 menarik?* (Were the activities in Task 10 interesting?)

Ss :*Iya!* (Yes, they were.)

R :*Menurutmu gimana, Nindi?* (What do you think, Nindi?)

S6 :*Menarik, Miss.* (Yes, they were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Firstly, the researcher asked the students to read the instruction in Task 10. After that, the researcher explained them about what they had to do in Task 10. ... They read the dialog and then answered the comprehension questions. ... Then, the researcher explained about what the dialog was about. She gave some oral questions related to the dialog then asked the students to answer it orally. They answered it enthusiastically. After that, she led them to practise the dialog in pairs. Before they did it, the researcher gave an example by reading the dialog aloud and then asked them to repeat after her. Then, the students practiced the dialog with their partners. ... Most of the students could do it well. They were actively involved to do the activities in this task.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the students were enthusiastic to do the activities in this task. It indicates that the procedure was interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.26 and it is categorized as *Agree*. It means that the students could do this task in



the setting that had been determined (in pairs). The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian bisa mengerjakan Task 10 secara berpasangan?* (Could you do task 10 in pairs?)

Ss :*Bisa!* (Yes, we could.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

In this task, the students had to work in pairs. They read the dialog and then answered the comprehension questions. ... Most of the students could answer the comprehension questions correctly. ... After that, the researcher led them to practise the dialog in pairs. ... Most of the students could do it well.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students could accomplish this task in the setting that had been determined (in pairs). Based on the whole data, it can be concluded that this component is appropriate.

- Learner role

In terms of learner role, the quantitative data show that the mean value is 3.35 and it is categorized as *Agree*. It means that the students were actively involved in doing this task. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah kalian aktif dalam mengerjakan Task 10?* (Were you active in doing Task 10?)

Sz :*Iya, Miss!* (Yes, we were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

The students read the dialog and then answered the comprehension questions. ... Then, the researcher explained about what the dialog was about. She gave some

oral questions related to the dialog then asked the students to answer it orally. They answered it enthusiastically. After that, she led them to practise the dialog in pairs. They were actively involved to do the activities in this task.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students were actively involved in doing this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher role

In terms of teacher role, the quantitative data show that the mean value is 3.48 and it is categorized as *Agree*. It means that the teachers played roles which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Apakah guru memberikan penjelasan secara jelas pada Task 10?* (Did the teacher give the explanation clearly in Task 10?)

Ss : *Iya, Miss.* (Yes, she did, Miss.)

R : *Apakah guru memantau kalian saat kalian mempraktikkan dialog?* (Did the teacher observe you when you practiced the dialog?)

Ss : *Iya.* (Yes, she did.)

R : *Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you had difficulties?)

Ss : *Iya, Miss.* (Yes, she did, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the following field note.

Then, the researcher explained about what the dialog was about. ... Then, the students practised the dialog with their partners. The researcher went around the class to observe them and help them.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the teacher acted as an informer, observer, and a facilitator. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

(2) The conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 10 are appropriate. The results can be seen in the following table.

Table 4.40: **The analysis of the components of Task 10 in Unit 1**

Component	Analysis	Revision
<b>Goal</b> Task 10 could help the students to improve their speaking skills.	Appropriate	-
<b>Input</b> The input of Task 10 was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 10 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 10 in pairs.	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 10. They acted as active learners.	Appropriate	-
<b>Teacher role</b> The teacher played roles which could help the students to accomplish Task 10. She acted as an informer, observer, and a facilitator.	Appropriate	-

k) Task 11

The results of the evaluation questionnaire of Task 11 in the form of quantitative data can be seen in the following table.

Table 4.41: **The mean and category of Task 11 of Unit 1**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	16	12	2	1	3.39	Agree
2	Input	11	18	2	0	3.29	Agree
3	Procedure	10	17	3	1	3.16	Agree
4	Setting	14	11	4	2	3.19	Agree
5	Learner role	13	17	1	0	3.39	Agree
6	Teacher role	18	11	2	0	3.52	Agree

To know whether the task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) The Task Components

- Goal

The goal of Task 11 is to give a detailed explanation about the expressions which are usually used to ask and give information about quantity. As shown in table 4.41, the quantitative data show that the mean value for this component is 3.39 and it is categorized as *Agree*. It means that this task could help the students to understand about the expressions to ask and give information about quantity.

The interview results support the quantitative data. It can be seen as follows.

R : *Apakah Task 11 bisa membantu kalian untuk memahami ungkapan-ungkapan yang digunakan untuk menanyakan dan menyatakan jumlah?*

(Could Task 11 help you to understand the expressions to ask and give information about quantity?)

Ss : *Iya, Miss!* (Yes, it could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After that, the researcher asked them to study the explanation in Task 11 individually. Some minutes later, she asked them whether they had already understood about the explanation. “*Ini penjelasan tentang apa hayo?* (What this explanation is about?)” asked her. One of them answered “*Tentang menanyakan jumlah!* (It is about the expressions for asking about quantity!).”

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that after doing this task, the students could understand the expressions for asking and giving information about quantity. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.29 and it is categorized as *Agree*. It means that the the input of this task was interesting and comprehensible. The field note supports the quantitative data. It can be seen as follows.

After that, the researcher asked the students to study the explanation in Task 11 individually. They looked enthusiastic to learn the explanation. Some minutes later, she asked them whether they had already understood about the explanation. “*Ini penjelasan tentang apa hayo?* (What this explanation is about?)” asked her. One of them answered “*Tentang menanyakan jumlah!* ... Then, she gave some questions related to the explanation. Some of them could answer the questions correctly.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the students were enthusiastic to learn the explanation in this task. It indicates that input was interesting for the students. The field note also shows that the students could answer the researcher's questions. It indicates that the input was comprehensible. Although the quantitative data and the field note show that this component is appropriate, the interview results show a different fact. It shows that the students were not interested in the input (the explanation). It can be seen as follows.

- R : *Apakah penjelasan pada Task 11 bisa dipahami, Hesti?* (Was the explanation in Task 11 comprehensible, Hesti?)  
 S4 : *Bisa, tapi yang subjek-subjek itu sulit, Miss...* (Yes, it was, but the grammatical rules were difficult to understand, Miss.)  
 R : *Sulit ya?* (Was it difficult?)  
 Ss : *Iya, Miss...* (Yes, it was, Miss.)  
 R : *Tapi kalian paham tidak bagaimana cara menanyakan jumlah dan menjawabnya?* (But...did you understand how to ask and give information about quantity?)  
 Ss : *Paham, Miss.* (We understood, Miss.)  
 R : *OK. Berarti kalian pengen penjelasan tentang pola-pola kalimat itu disederhanakan gitu kan?* (OK. So, you want the explanation about the grammatical rules were simplified, right?)  
 Ss : *Iya, Miss.* (That is right, Miss.)

---

Interview transcript unit 1, February 2, 2012

Based on the data, it can be concluded that this component is inappropriate. The explanation should be simplified.

- Procedure

In relation to the procedure, the quantitative result shows that the mean value is 3.16 and it is categorized as *Agree*. It means that the activities in this task

were interesting for the students. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah rangkaian kegiatan pada Task 11 menarik?* (Were the activities in Task 11 interesting?)

Ss :*Iya, Miss.* (Yes, they were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by following the field note.

Next, the researcher led the students to move on Task 11. After that, she asked them to study the explanation in Task 11 individually. Some minutes later, she asked them whether they had already understood about the explanation. ... After that, she gave a detailed explanation about the expressions to ask and give information about quantity. She also gave some examples of the expressions and then explained briefly about the grammar formula used in the expressions which were given. Then, she gave some questions related to the explanation. Some of them could answer the questions correctly. They were active to answer the researcher's questions. They looked enthusiastic to do the activities in this task.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the students were enthusiastic to do the activities in this task. It indicates that the procedure was interesting. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.19 and it is categorized as *Agree*. It means that they they could do this task in the setting that had been determined (individually). The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian bisa mengerjakan Task 11 secara sendiri- sendiri?* (Could you do Task 11 individually?)  
 Ss : *Bisa, Miss.* (Yes, we could, Miss.)  
 R :*Menurutmu gimana, Agnes?* (What do you think, Agnes?)  
 S3 :*Bisa, Miss.* (Yes, I could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

After that, the researcher asked the students to study the explanation in Task 11 individually. ... Then, she gave some questions related to the explanation. They could answer the questions correctly.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that they could accomplish this task individually. Based on the whole data, it can be concluded that this component is appropriate.

- Learner role

In terms of learner role, the quantitative data shows that the mean value is 3.39 and it is categorized as *Agree*. It means that the students were actively involved in doing this task. The following interview excerpt supports the quantitative data.

R :*Apakah kalian aktif dalam mengerjakan Task 11?* (Were active in doing Task 11?)  
 Ss : *Iya, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by following the field note.

After that, the researcher asked the students to study the explanation in Task 11 individually. ... Then, she gave some questions related to the explanation. Some



of them could answer the questions correctly. They were active to answer the researcher's questions. They looked enthusiastic to do the activities in this task.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the students were actively involved in doing this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher role

In terms of teacher role, the quantitative data show that the mean value is 3.52 and it is categorized as *Agree*. It means that the teacher played roles which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Apakah guru memberikan perintah yang jelas pada Task ini?* (Did the teacher give the instruction clearly in this task?)

Ss : *Iya!* (Yes, she did.)

R : *Apakah guru merangkan materi pada task ini secara jelas?* (Did the teacher explain the materials in this task clearly?)

Ss : *Iya, Miss.* (Yes, she did, Miss.)

R : *Kalian bisa paham?* (Could you understand it?)

Ss : *Bisa.* (Yes, we could.)

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Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by following the field note.

After that, the researcher asked the students to study the explanation in Task 11 individually. ... After that, she gave a detailed explanation about the expressions to ask and give information about quantity.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the teacher acted as an instructor and informer. Based on the whole data, it can be concluded that this component is appropriate.

(2) The conclusion

Based on the result of the analysis, it can be concluded that the six components of Task 11 are appropriate. The result can be seen in the following table.

Table 4.42: **The analysis of the components of Task 11 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 11 could help the students to understand the expressions for asking and giving information about quantity.	Appropriate	-
<b>Input</b> The input of Task 11 (the explanation) was interesting and comprehensible.	Inappropriate	The explanation should be simplified.
<b>Procedure</b> The activities in Task 11 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 11 individually.	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 11. They acted as active learners.	Appropriate	-
<b>Teacher role</b> The teacher played roles which could help the students to accomplish task 11. She acted as an instructor and informer.	Appropriate	-

l) Task 12

The results of the evaluation questionnaire of Task 12 in the form of quantitative data can be seen in the following table.

Table 4.43: **The mean and category of Task 12 of Unit 1**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	14	17	0	0	3.45	Agree
2	Input	10	19	2	0	3.26	Agree
3	Procedure	17	13	1	0	3.52	Agree
4	Setting	15	14	2	0	3.42	Agree
5	Learner role	18	12	1	0	3.55	Strongly Agree
6	Teacher role	14	16	1	0	3.42	Agree

To know whether the task was appropriate or not, the detailed analysis on the task components is given as follows.

(1) The Task Components

- Goal

The goal of Task 12 is to improve the students' speaking skills (in order to be able to ask and give information about quantity using appropriate expressions).

As shown in table 4.43, the quantitative data show that the mean value is 3.45 and it is categorized as *Agree*. It means that this task could help the students to improve their speaking skills. The following interview excerpt supports the quantitative data.

- R :*Apakah Task 12 bisa membantu meningkatkan kemampuan berbicara kalian?* (Could Task 12 help you to improve your speaking skills?)  
 Ss :*Bisa.* (Yes, it could, Miss.)  
 R :*Apakah kalian sudah bisa menanyakan dan menjawab pertanyaan tentang jumlah dalam Bahasa Inggris?* (Could you ask and give information about quantity in English?)  
 Ss :*Bisa, Miss!* (Yes, we could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

Then, the researcher explained the rules of the game. She gave examples how to do the game. ... After the students have been able to ask and give information about quantity using the appropriate expressions, the researcher led them to start the game. ... They walked round the classroom to do the survey. Most of the students could do it well. They could practise asking and giving information about quantity.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that they could practise speaking English by playing survey game. After doing this task, they were able to ask and give information about quantity. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative result shows that the mean value is 3.26 and it is categorized as *Agree*. It means that the input of this task was interesting and comprehensible. The following interview excerpt supports the quantitative data.

- R :*Apakah dialog bergambar pada Task 12 menarik?* (Was the pictured dialog in Task 12 interesting?)  
 Ss :*Menarik!* (Yes, it was.)  
 R :*Bisa dipahami tidak?* (Was it comprehensible?)  
 Ss :*Bisa, Miss.* (Yes, it was, Miss.)

- R : *Gambar- gambar di tabel itu menarik tidak?* (Were the pictures in the table interesting?)  
 Ss : *Menarik!* (Yes, they were.)  
 R : *Jelas tidak gambarnya?* (Were the pictures clear?)  
 Ss : *Jelas, Miss.* (Yes, they were, Miss.)

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Interview transcript unit 1, February 2, 2012

Although the two data show that this component is appropriate, the field note shows a different fact. It shows that the pictures in the table used to play the Survey Game were too many. It can be seen as follows.

Firstly, the researcher asked the students to learn the pictured dialog in Task 12. They were so enthusiastic to do it. Next, she gave some oral questions related to the pictured dialog. They could answer it. ... They walked round the classroom to do the survey. They used the pictures available in the table to help them doing the game. Most of the students could do it well. ... Some minutes later, she said “*OK students, the time is over! Now please sit down in your own chairs.*”. “*Belum selesai Miss, mengisinya!*” (We haven’t finished the table yet, Miss.) said some of them. “*No problem.*” The time was limited but this task needed extra time to be accomplished by the students because the pictures in this task were too many.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that there was a problem related to the input. The pictures were too many so that the students needed a long time to accomplish this task. Thus, the pictures should be reduced. Based on the field note, it can be concluded that this component is inappropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.52 and it is categorized as *Agree*. It means that the activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah rangkaian kegiatan pada Task 12 menarik?* (Were the activities in Task 12 interesting?)  
Ss : *Iya.* (Yes, they were.)  
R :*Menurutmu gimana, Fendi?* (What do you think, Fendi?)  
S2 :*Menarik, Miss.* (They were interesting, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The researcher said “*OK. We will play a game again.*” The students shouted happily. Firstly, she asked them to learn the pictured dialog in Task 12. They were so enthusiastic to do it. ... Then, she explained the rules of the game. ... After they have been able to ask and give information about quantity using the appropriate expressions, the researcher led them to start the game. It was a whole class activity. They walked round the classroom to do the survey. ... Most of the students could do it well. The students were enthusiastic to do the activities in this task.

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Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the students were enthusiastic to do the activities in this task. It indicates that the procedure was interesting. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.42 and it is categorized as *Agree*. It means that they could do this task in the setting that had been determined (in whole class). The interview results support the quantitative data. It can be seen as follows.

- R : *Apakah kalian bisa mengerjakan task ini secara bersama-sama dengan teman sekelas?* (Could you do this task in whole class?)  
 Ss : *Bisa.* (Yes, we could.)  
 R : *Bisa Hesti?* (Could you do it in whole class, Hesti?)  
 S4 : *Bisa, Miss. Gayeng...hehe...* (Yes, I could, Miss. It was so fun. Haha...)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

It was a whole class activity. The students walked round the classroom to do the survey. They used the pictures available in the table to help them doing the game. Most of the students could do it well.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the students could do this task in whole class. Based on the whole data, it can be concluded that this component is appropriate.

- Learner role

In terms of learner's role, the quantitative data shows that the mean value is 3.55 and it is categorized as *Strongly Agree*. It means that they actively involved in doing this task. The interview results support the quantitative data. It can be seen in the following excerpt.

- R : *Apakah kalian aktif dalam mengerjakan task 12?* (Were you active in doing Task 12?)  
 Ss : *Iya, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

Firstly, the researcher asked the students to learn the pictured dialog in Task 12. They were so enthusiastic to do it. ... They walked round the classroom to do the survey. They used the pictures available in the table to help them doing the game. The students were enthusiastic to do the activities in this task.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the field note above, it can be seen that the students were actively involved in doing this task. They were enthusiastic in doing the activities in this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher role

In terms of teacher role, the quantitative data show that the mean value is 3.42 and it is categorized as *Agree*. It means that the teacher played roles which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen in the following excerpt.

- R : *Apakah guru memberikan perintah dan penjelasan secara jelas?* (Did the teacher give the instructions and explanation clearly?)  
Ss : *Iya, Miss.* (Yes, she did, Miss.)  
R : *Apakah guru memantau saat kalian bermain survey game?* (Did the teacher help you when you play Survey Game?)  
Ss : *Iya!* (Yes, she did.)  
R : *Apakah guru membantu kalian saat kalian mengalami kesulitan?* (did the teacher help you when you found difficulties?)  
Ss : *Iya.* (Yes, she did.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Then, the researcher explained the rules of the game. She gave examples how to do the game. ... The researcher walked around them to observe and help them.

---

Field note of spoken cycle unit 1, January 31<sup>st</sup>, 2012

From the data above, it can be seen that the teacher acted as an instructor, informer, observer, and a facilitator. It was aimed to help the students to



accomplish this task. Based on the whole data, it can be concluded that this component is appropriate.

(2) The conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 12 are appropriate. The results can be seen in the following table.

Table 4.44: **The analysis of the components of Task 12 in Unit 1**

Component	Analysis	Revision
<b>Goal</b> Task 12 could help the students to improve their speaking skills.	Appropriate	-
<b>Input</b> The input of Task 12 was interesting and comprehensible.	Inappropriate	The pictures should be reduced.
<b>Procedure</b> The activities in Task 12 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 12 in whole class.	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 12. They acted as active learners.	Appropriate	-
<b>Teacher role</b> The teacher played roles which could help the students to accomplish Task 12. She acted as an instructor, informer, observer, and a facilitator	Appropriate	-

m) Task 13

The results of the evaluation questionnaire of Task 13 in the form of quantitative data are presented in the following table.

Table 4.45: **The mean and category of Task 13 of Unit 1**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	11	19	1	0	3.32	Agree
2	Input	16	14	1	0	3.48	Agree
3	Procedure	13	18	0	0	3.42	Agree
4	Setting	13	17	1	0	3.39	Agree
5	Learner role	17	14	0	0	3.55	Strongly Agree
6	Teacher role	16	14	1	0	3.48	Agree

To know whether the Task 13 is appropriate or not, the detailed analysis on the task components is given as follows.

(1) Task Components Analysis

- Goal

The goal of this task is to improve students' reading skills, especially in comprehending very simple descriptive texts. As shown in table 4.45, the quantitative data show that the mean value is 3.32 and it is categorized as *Agree*. It means that this task could help them to improve their reading skills. The following interview excerpt supports the quantitative data.

R : *Kita lanjutkan ke Task 13 ya... Menurut kalian, apakah Task 13 bisa membantu meningkatkan kemampuan membaca kalian?* (Let us move on Task 13. Could Task 13 could help you to improve your reading skills?)  
 Ss : *Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the following field note.

The students started to read the pictured descriptive text in Task 13. Then, they did the comprehension exercise. They had to tick the pictures of the things mentioned in the text. ... About five minutes later, the researcher led them to check their answers together. Their answers were satisfying. Most of the students could do it well.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the the students did some reading activities. They read a pictured descriptive text and then did the comprehension exercise. They could do it successfully. It indicates that this task could help the students to improve their reading skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.48 and it is categorized as *Agree*. It means that the inputs of this task were interesting and comprehensible. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah teks deskriptif bergambar pada Task 13 itu menarik?* (Was the pictured descriptive text in Tasks 13 interesting?)

Ss :*Menarik!* (Yes, it was.)

R :*Kalian bisa memahaminya tidak?* (Could you comprehend it?)

Ss :*Bisa, Miss!* (Yes, we could, Miss.)

R :*Kalau gambar- gambarnya gimana? Menarik tidak?* (How about the pictures? Were they interesting?)

Ss :*Menarik!* (Yes, they were.)

R :*Bisa dipahami?* (Were they comprehensible?)

Ss :*Bisa!* (Yes, they were.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The students started to read the pictured descriptive text in Task 13. They looked enthusiastic to read the text. Then, they did the comprehension exercise. They had to tick the pictures of the things mentioned in the text. About five minutes later, the researcher led them to check their answers together. Their answers were satisfying. Most of the students could do it well.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students were enthusiastic to read the text. It indicates that the input was interesting for them. The data also show that they could do the comprehension exercise successfully. It indicates that the input was comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.42 and it is categorized as *Agree*. It means that the activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah rangkaian kegiatan pada Task 13 menarik?* (Were the activities in Task 13 interesting?)

Ss :*Menarik, Miss!* (Yes, they were, Miss.)

R :*Gimana menurutmu, Antin?* (What do you think, Antin?)

S6 :*Menarik, Miss.* (They were interesting, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Firstly, the researcher asked the students to read the instruction. After that, she explained what they had to do in this task. They started to read the pictured descriptive text in Task 13. They looked enthusiastic to read the text. Then, they did the comprehension exercise. ... Most of the students could do it well. After

that, she led them to discuss what the text was about. She gave them some oral questions related to the text. Then, the researcher explained what the text was about. The students were enthusiastic to do the activities in this task.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students were enthusiastic to do the activities in this task. It indicates that the procedure was interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.39 and it is categorized as *Agree*. It means that they they could do this task in the setting that had been determined (individually). The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian bisa mengerjakan Task 13 secara sendiri- sendiri?* (Could you do Task 13 individually?)

Ss :*Bisa, Miss.* (Yes, we could, Miss.)

R :*Gimana, Hesti?* (How about you, Hesti?)

Ss : *Bisa, Miss.* (I could do it individually, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

Then the researcher asked the students to move on Task 13. In this task, they worked individually. They started to read the pictured descriptive text in Task 13. They looked enthusiastic to read the text. Then, they did the comprehension exercise. About five minutes later, the researcher led them to check their answers together. Their answers were satisfying. Most of the students could do it well.

---

Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that they could do this task in the setting that had been determined (individually). Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

In terms of learner role, the quantitative data show that the mean value is 3.55 and it is categorized as *Strongly Agree*. It means that the students were actively involved in doing this task. The data are supported by the following interview excerpt.

R : *Apakah kalian aktif dalam mengerjakan Task 13?* (Were you active in doing Task 13?)

Ss : *Iya, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Then the researcher asked the students to move on Task 13. In this task, they worked individually.... They started to read the pictured descriptive text in Task 13. They looked enthusiastic to read the text. Then, they did the comprehension exercise... After that, she led them to discuss what the text was about. She gave them some oral questions related to the text. They were actively involved to discuss the text.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students were actively involved in doing the activities in this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of teacher role, the quantitative data show that the mean value is 3.48 and it is categorized as *Agree*. It means that the teacher played roles which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Apakah guru memberikan perintah secara jelas pada Task 13?* (Did the teacher give the instructions clearly in Task 13?)

Ss : *Iya!* (Yes, she did.)

R : *Apakah guru memberikan penjelasan tentang materi pada Task 13 secara jelas?* (Did the teacher give the explanation about the materials in Task 13 clearly?)

Ss : *Iya, Miss.* (Yes, she did, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

After that, the researcher explained what they had to do in this task. ... Then, the researcher explained what the text was about.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the teacher acted as an instructor and informer. It was aimed to help the students to accomplish this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 13 are appropriate. The results can be seen in the following table.

Table 4.46: **The analysis of the components of Task 13 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 13 could help the students to improve their reading skills.	Appropriate	-
<b>Input</b> The input of Task 13 was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 13 were interesting.	Appropriate	-
<b>Setting</b> The students could do task 13 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing task 13. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played roles which could help the students to accomplish Task 13. She acted as an instructor and informer.	Appropriate	-

n) Task 14

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.47: **The mean and category of Task 14 of Unit 1**

<b>No</b>	<b>Components</b>	<b>Score</b>				<b>Mean Value</b>	<b>Category</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
1	Goal	10	19	2	0	3.26	Agree
2	Input	6	25	0	0	3.19	Agree
3	Procedure	18	11	2	0	3.52	Agree
4	Setting	12	19	0	0	3.39	Agree
5	Learner role	13	18	0	0	3.42	Agree
6	Teacher role	11	19	1	0	3.32	Agree



To know whether the task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) The task components

- Goal

The goal of Task 14 is to help the students to improve their reading skills.

As shown in table 4.47, the mean value for this component is 3.26 and it is categorized as *Agree*. It means that this task could help the students to improve their reading skills. The following interview excerpt supports the quantitative data.

R :*Apakah Task 14 bisa membantu meningkatkan kemampuan kalian dalam membaca?* (Could Task 14 help you to improve your reading skills?)

Ss :*Bisa.* (Yes, it could.)

R :*Menurutmu gimana Fendi?* (What do you think, Fendi?)

S2 :*Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

The students were given a pictured descriptive text. They read the text, and then did the comprehension exercise. ... Some minutes later, the researcher led them to check their answers together. The results were satisfying. Most of the students could do the comprehension exercise well. They could accomplish this reading task successfully.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students could do the reading activities successfully. It could help them to improve their reading skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.19 and it is categorized as *Agree*. It means that the input of this task was interesting and comprehensible. The following interview excerpt supports the quantitative data.

R : *Apakah teks deskriptif bergambar pada Task 14 menarik?* (Was the pictured descriptive text in Task 14 interesting?)

Ss : *Iya, Miss!* (Yes, it was, Miss.)

R : *Bisa dipahami tidak?* (Was it comprehensible?)

Ss : *Bisa.* (Yes, it was.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

The students were given a pictured descriptive text. They read the text, and then did the comprehension exercise. They looked enthusiastic. ... Some minutes later, the researcher led them to check their answers together. The results were satisfying. Most of the students could do the comprehension exercise successfully.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students were enthusiastic to read the text. They also could comprehend the text. It means that the input was interesting and comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.52 and it is categorized as *Agree*. It means that the activities in this task were

interesting. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah rangkaian kegiatan pada Task 14 menarik?* (Were the activities in Task 14 interesting?)

Ss : *Iya, Miss!* (Yes, they were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Then, the researcher led the students to move on Task 14. They read the text, and then did the comprehension exercise. They had to identify five sentences based on the text they read. They looked enthusiastic.

---

Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students were enthusiastic to do the activities in this task. It indicates that the procedure was interesting. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.39 which is categorized as *Agree*. It means that they could do this task individually. It is supported by the following interview excerpt.

R : *Apakah kalian bisa mengerjakan Task 14 secara sendiri- sendiri?* (Could you do Task 14 individually?)

Ss : *Bisa, Miss.* (Yes, we could, Miss.)

R : *Bisa, Antin?* (Could you do it individually, Antin?)

S6 : *Bisa, Miss.* (Yes, I could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

The students had to do this task individually. They were given a pictured descriptive text. They read the text, and then did the comprehension exercise. ... Some minutes later, the researcher led them to check their answers together. The results are satisfying. Most of the students could do the comprehension exercise successfully.

---

Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students could do Task 14 in the setting that had been determined (individually). Based on the whole data, it can be concluded that this component is appropriate.

- Learner Roles

    In terms of learner role, the quantitative data show that the mean value is 3.42 and it is categorized as *Agree*. It means that the students were actively involved in doing this task. The interview results support the quantitative data. It can be seen in the following interview excerpt.

R : *Apakah kalian aktif dalam mengerjakan Task 14?* (Were you active in doing Task 14?)

Ss : *Iya, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The students read the text, and then did the comprehension exercise. They had to identify five sentences based on the text they read. They looked enthusiastic. When they read the text, some of them asked about the meaning of some words, for example; “*Miss, sweep itu artinya apa?*” (*Miss, what is the meaning of ‘sweep’?*). They were active in doing this task. They asked to the researcher when they had difficulties in doing this task.

---

Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students were actively involved in doing this task. They asked to the teacher when they had difficulties. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of teacher role, the quantitative data show that the mean value is 3.32 and it is categorized as *Agree*. It means that the teacher played roles which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah guru memberikan perintah secara jelas pada Task 14?* (Did the teacher give the instruction clearly in Task 14?)

Ss : *Iya, Miss.* (Yes, she did, Miss.)

R : *Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan Task 14?* (Did the teacher help you when you found difficulties in doing Task 14?)

Ss : *Iya!* (Yes, she did.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

The researcher explained what the students had to do in this task. ... When they read the text, some of them asked about the meaning of some words, for example; “*Miss, sweep itu artinya apa?*” (*Miss, what is the meaning of ‘sweep’?*). The researcher helped them by doing some actions or showing something which could help them to guess the meanings of the words.

---

Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the field note above, it can be seen that the teacher acted as an instructor and facilitator. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

(2) The conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 14 are appropriate. The results can be seen in the following table.

Table 4.48: **The analysis of the components of Task 14 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 14 could help the students to improve their reading skills.	Appropriate	-
<b>Input</b> The input of Task 14 was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 14 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 14 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 14. They acted as active learners.	Appropriate	-
<b>Teacher role</b> The teacher played roles which could help the students to accomplish Task 14.	Appropriate	-

o) Task 15

The results of the evaluation questionnaire of Task 15 in the form of quantitative data can be seen in the following table.

Table 4.49: **The mean and category of Task 15 of Unit 1**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	9	20	2	0	3.23	Agree
2	Input	11	19	1	0	3.32	Agree
3	Procedure	14	15	2	0	3.39	Agree
4	Setting	16	15	0	0	3.52	Agree
5	Learner role	15	14	2	0	3.42	Agree
6	Teacher role	11	17	3	0	3.26	Agree

To know whether the task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) The Task Components

- Goal

The goal of Task 15 is to improve students' reading skills. As shown in table 4.49, the quantitative data show that the mean value is 3.23 and it is categorized as *Agree*. It means that this task could help the students to improve their reading skills. The following interview excerpt supports the quantitative data.

R :*Apakah Task 15 bisa membantu meningkatkan kemampuan kalian dalam membaca?* (Could Task 15 help you to improve your reading skills?)

Ss :*Bisa, Miss.* (Yes, itt could, Miss.)

R :*Gimana, Nindi?* (What do you think, Nindi?)

S5 :*Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The students answered five questions based on the text they read. ... After they already finished doing this task, the researcher led them to check their answers together. Most of the students could answer the questions correctly. They could do the reading activities successfully.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students could do the reading exercise successfully. It indicates that this task could help the students to improve their reading skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.32 and it is categorized as *Agree*. It means that the input was interesting and comprehensible. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah teks deskriptif bergambar yang juga digunakan pada Task 14 itu menarik?* (Was the pictured descriptive text which was also used in Task 14 interesting?)

Ss : *Menarik.* (Yes, it was.)

R : *Pertanyaan- pertanyaannya bisa dipahami tidak?* (Were the questions comprehensible?)

Ss : *Bisa!* (Yes, they were.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

The students answered five questions based on the text they read. They did it enthusiastically. ... After they already finished doing this task, the researcher led them to check their answers together. Most of the students could answer the questions correctly.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012



From the field note above, it can be seen that the students could comprehend the input. They were enthusiastic to learn the input. It indicates that the input was interesting and comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.39 and it is categorized as *Agree*. It means that the activities in this task were interesting. It is supported by the following interview excerpt.

R :*Apakah rangkaian kegiatan pada Task 15 menarik?* (Were the activities in Task 15 interesting?)

Ss :*Iya, Miss.* (Yes, they were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the following field note.

After that, the researcher led the students to move on Task 15. She explained what they had to do in this task. ... Some minutes later, they started to do this task. They answered five questions based on the text they read. They did it enthusiastically. ... After they already finished doing this task, the researcher led them to check their answers together. .... Then, she led them to discuss what the text about. They participated actively in discussing the text.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students did the activities in this task enthusiastically. It indicates that the procedure was interesting. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.52 and it is categorized as *Agree*. It means that the students could do this task in the setting that had been determined (individually). The interview results support the quantitative data. It can be seen as follows.

- R : *Apakah kalian bisa mengerjakan Task 15 secara sendiri- sendiri?* (Could you do Task 15 individually?)  
 Ss : *Bisa!* (Yes, we could.)  
 R : *Fani bisa?* (Could you do it individually, Fani?)  
 S1 : *Bisa, Miss.* (Yes, I could, Miss.)  
 R : *Hesti?* (How about you, Hesti?)  
 S4 : *Bisa, Miss.* (Yes, I could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After that, the researcher led the students to move on Task 15. They had to do this task individually. ... They answered five questions based on the text they read. ... Most of the students could answer the questions correctly.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students could do this task in the setting that had been determined (individually). Based on the whole data, it can be concluded that this component is appropriate.

- Learner role

In terms of learner role, the quantitative data show that the mean value is 3.42 and it is categorized as *Agree*. It means that the students were actively

involved in doing this task. The interview results support the quantitative data. It can be seen in the following interview excerpt.

R :*Apakah kalian aktif dalam mengerjakan Task 15?* (Were you active in doing Task 15?)

Ss :*Iya, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

Some minutes later, the students started to do this task. They answered five questions based on the text they read. They did it enthusiastically. ... Then, the researcher led them to discuss what the text about. They were actively involved in doing the activities in this task. They participated actively in discussing the text.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students were actively involved in doing this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher role

In terms of teacher role, the quantitative data show that the mean value is 3.26 and it is categorized as *Agree*. It means that the teacher played roles which could help the students to accomplish this task. It is supported by the following interview excerpt.

R :*Apakah guru memberikan perintah secara jelas pada Task 15?* (Did the teacher give the instruction clearly in Task 15?)

Ss : *Iya!* (Yes, she did.)

R :*Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you had difficulties?)

Ss :*Iya, Miss.* (Yes, she did, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After that, the researcher led the students to move on Task 15. She explained what they had to do in this task. ... As what happened in the previous task, some of the students asked the meaning of some words. Actually, they already understood the meanings of the words but they did not feel confident, so that some of them asked to the researcher, by saying some questions such as; “*Miss, how itu kan artinya bagaimana kan?*” (*Miss, the meaning of ‘how’ is ‘bagaimana’, isn’t it?*), “*How many itu berapa kan?*” (*The meaning of ‘how many’ is ‘berapa’, isn’t it*), etc. The researcher helped them as what she did in the previous task.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the teacher acted as an instructor and a facilitator. It was aimed to help the students to accomplish this task. It can be concluded that this component is appropriate.

## (2) The conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 15 are appropriate. The results can be seen in the following table.

**Table 4.50: The analysis of the components of Task 15 in Unit 1**

Component	Analysis	Revision
<b>Goal</b> Task 15 could help the students to improve their reading skills.	Appropriate	-
<b>Input</b> The input of Task 15 was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 15 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 15 individually.	Appropriate	-

<b>Learner role</b> The students were actively involved in doing Task 15. They acted as active learners.	Appropriate	-
<b>Teacher role</b> The teacher played roles which could help the students to accomplish Task 15. She acted as an instructor and a facilitator.	Appropriate	-

p) Task 16

The results of the evaluation questionnaire of Task 16 in the form of quantitative data can be seen in the following table.

Table 4.51: **The mean and category of Task 16 of Unit 1**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	15	14	2	0	3.42	Agree
2	Input	8	21	2	0	3.19	Agree
3	Procedure	18	12	1	0	3.55	Strongly Agree
4	Setting	6	23	2	0	3.13	Agree
5	Learner role	14	17	0	0	3.45	Agree
6	Teacher role	16	15	0	0	3.52	Agree

To know whether the task was appropriate or not, the detailed analysis on the task components is given as follows.

(1) The Task Components

- Goal

The goal of Task 16 is to help the students to understand about the examples of notices and how to make notices. As shown in table 4.51, the mean value for this component is 3.42 and it is categorized as *Agree*. It means that this

task could help them to understand about the examples of notices and how to make notices. The interview results support the quantitative data. It can be seen as follows.

- R :*Apakah Task 16 bisa membantu kalian untuk memahami notice dan cara membuatnya?* (Could Task 16 help you to understand about notices and the ways to make it?)  
Ss :*Bisa!* (Yes, it could.)
- 

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Then, the researcher asked the students to read the examples of notices in Task 16. They tried to learn it and the explanation. ... Some minutes later, she gave them some questions related to the notices and explanation they had read. Some of them could answer it but it was in *Bahasa Indonesia*. ... To check whether the students had been understood or not, she gave them some oral questions related to what she had explained. Most of the students could answer the questions.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that by doing this task, they could understand about notices and how to make notices. It means that this task could help them to understand about notices. It can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.19 and it is categorized as *Agree*. It means that the input of this task was interesting and comprehensible. The interview results support the quantitative data. It can be seen in the following interview excerpt.

- R :*Apakah contoh notices dan penjelasan pada Task 16 bisa dipahami?* (Were the notices and the explanation in Task 16 comprehensible?)  
Ss :*Bisa!* (Yes, they were.)  
R :*Menarik tidak, Antin?* (Were they interesting, Antin?)  
S6 :*Menarik, Miss.* (Yes, they were, Miss.)
- 

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

Then, the researcher asked the students to read the examples of notices in Task 16. They tried to learn it and the explanation. They looked enthusiastic. ... Some minutes later, she gave them some questions related to the notices and explanation they had read. Most of the students could answer the questions.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the field note above, it can be seen that the students were enthusiastic to learn the input. They could answer the researcher's questions based on the input. It indicates that the input was interesting and comprehensible. It can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.55 and it is categorized as *Strongly Agree*. It means that the activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen as follows.

- R :*Apakah rangkaian kegiatan pada Task 16 menarik?* (Were the activities in Task 16 interesting?)  
Ss :*Iya, Miss.* (Yes, they were, Miss.)  
R :*Menurutmu gimana, Fendi?* (What do you think, Fendi?)  
S2 :*Menarik, Miss.* (They were interesting, Miss.)
- 

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After Task 15 successfully done, the researcher led the students to move on Task 16. Firstly, she asked them about some notices which usually put on the wall in a classroom. Then, she asked them to read the examples of notices in Task 16. They tried to learn it and the explanation. They looked enthusiastic. Some minutes later, she gave them some questions related to the notices and explanation they had read. ... Most of the students could answer the questions. They were actively involved in discussing the materials in this task.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students were enthusiastic in doing the activities in this task. It indicates that they were interested in the procedure. It can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.13 and it is categorized as *Agree*. It means that the students could do this task in the setting that had been determined (in pairs). The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian bisa mengerjakan Task 16 secara berpasangan?* (Could you do Task 16 in pairs?)

Ss :*Bisa, Miss.* (Yes, we could, Miss.)

R :*Bisa, Agnes?* (Could you do it in pair, Agnes?)

S3 :*Bisa, Miss.* (Yes, I could, Miss.)

---

Interview transcript unit 1, February 2, 2012



The quantitative data and the interview results are supported by the following field note.

After Task 15 successfully done, the researcher led the students to move on Task 16. In this task, they had to work in pairs. ... They tried to learn it and the explanation. Some minutes later, she gave them some questions related to the notices and explanation they had read. Most of the students could answer the questions correctly.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students could do this task in the setting that had been determined (in pairs). Based on the whole data, it can be concluded that this component is appropriate.

- Learner role

In terms of learner role, the quantitative data shows that the mean value is 3.45 and it is categorized as *Agree*. It means that the students were actively involved in doing this task. The interview results support the quantitative data. It can be seen in the following interview excerpt.

R : *Apakah kalian aktif dalam mengerjakan Task 16?* (Were you active in doing Task 16?)

Ss : *Iya, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

Then, the researcher asked the students to read the examples of notices in Task 16. ... They were actively involved in doing the activities in this task. They participated actively in discussing the text.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students were actively involved in doing this task. It can be concluded that this component is appropriate.

- Teacher role

In terms of teacher role, the quantitative data show that the mean value is 3.52 and it is categorized as *Agree*. It means that the teacher played a role which could help the students to accomplish this task. It is supported by the following interview excerpt.

R :*Apakah guru memberikan penjelasan tentang materi pada task 16 secara jelas?* (Did the teacher explain the materials in Task 16 clearly?)

Ss :*Iya, Miss!* (Yes, she did, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After that, the researcher gave the explanation by using media (notices which were hanged on the board). She also explained how to make notices. To check whether the students had been understood or not, she gave them some oral questions related to what she had explained.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the teacher acted as an informer and a facilitator. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

(2) The conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 16 are appropriate. The results can be seen in the following table.

Table 4.52: **The analysis of the components of Task 16 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 16 could help the students to understand about notices and how to make it.	Appropriate	-
<b>Input</b> The input of Task 16 was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 16 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 16 in the setting that had been determined (in pairs).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 16. They acted as active learners.	Appropriate	-
<b>Teacher role</b> The teacher played a role which could help the students to accomplish Task 16. She acted as an informer and a facilitator.	Appropriate	-

q) Task 17

The results of the evaluation questionnaire of Task 17 in the form of quantitative data can be seen in the following table.

Table 4.53: **The mean and category of Task 17 of Unit 1**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	21	9	1	0	3.65	Strongly Agree
2	Input	16	15	0	0	3.52	Agree
3	Procedure	18	10	3	0	3.48	Agree
4	Setting	13	18	0	0	3.42	Agree
5	Learner role	11	18	2	0	3.29	Agree
6	Teacher role	14	17	0	0	3.45	Agree

To know whether the task was appropriate or not, the detailed analysis on the task components is given as follows.

(1) The Task Components

- Goal

The goal of Task 17 is to improve students' writing skills (to help them in order to be able to write notices). As shown in table 4.53, the quantitative data show that the mean value is 3.65 and it is categorized as *Strongly Agree*. It means that this task could help the students to improve their writing skills. The following interview excerpt supports the quantitative data.

R : *Apakah Task 17 bisa membantu meningkatkan kemampuan kalian dalam menulis?* (Could Task 17 help you to improve your writing skills?)

Ss : *Bisa, Miss.* (Yes, it could, Miss.)

R : *Gimana Fendi menurutmu?* (What do you think, Fendi?)

S2 : *Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the following field note.

The students had to choose the appropriate notices based on the situation and then rewrite the notices in the available spaces. ... The researcher asked some of the students to choose the appropriate notices and then hang it on the board. They could do it well.

---

Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students could do the writing activities well. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.52 and it is categorized as *Agree*. It means that the input of this task was interesting and comprehensible. The interview results support the quantitative data. It can be seen in the following interview excerpt.

R : *Apakah kalimat- kalimat pada Task 17 menarik?* (Were the sentences in Task 17 interesting?)

Ss : *Iya, Miss!* (Yes, they were, Miss.)

R : *Bisa dipahami tidak?* (Were they comprehensible?)

Ss : *Bisa.* (Yes, they were.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

The students had to choose the appropriate notices based on the situation and then rewrite the notices in the available spaces. They did it enthusiastically. ... They could do it successfully.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students were enthusiastic to learn the input. They could do this choose the appropriate notices based on the situation and then rewrite the notices in the available spaces successfully. It indicates that the input was interesting and comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.48 and it is categorized as *Agree*. It means that the activities in this task were interesting. The interview results support the quantitative data. It can be seen in the following interview excerpt.

R :*Apakah rangkaian kegiatan pada Task 17 menarik?* (Were the activities in Task 17 interesting?)  
 Ss :*Iya!* (Yes, they were.)  
 R :*Gimana, Hesti menurutmu?* (What do you think, Hesti?)  
 S4 :*Menarik, Miss.* (They were interesting, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

Next, the students were asked to move on Task 17. Firstly, the researcher explained what they had to do in this task. They had to choose the appropriate notices based on the situation and then rewrite the notices in the available spaces. They did it enthusiastically. ... Some minutes later, she led them to check their answers. ... They could do it well. Then, the researcher led the students to discuss the notices. They participated actively.

---

Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students were enthusiastic to do the activities in this task. It means that the activities in this task were

interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.42 and it is categorized as *Agree*. It means that they could do this task in the setting that had been determined (individually). The following interview excerpt supports the quantitative data.

R :*Apakah kalian bisa mengerjakan Task 17 secara sendiri- sendiri?* (Could you do Task 17 individually?)

Ss :*Bisa, Miss!* (Yes, we could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the following field note.

Next, the students were asked to move on Task 17. In this task, they had to work individually. ... They could do it successfully.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the field note above, it can be seen that the students could do this task in the setting that had been determined (individually). Based on the whole data, it can be concluded that this component is appropriate.

- Learner role

In terms of learner role, the quantitative data show that the mean value is 3.29 and it is categorized as *Agree*. It means that the students were actively involved in doing this task. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian aktif dalam mengerjakan Task 17?* (Were you active in doing Task 17?)

Ss :*Iya, Miss!* (Yes, we were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

The students had to choose the appropriate notices based on the situation and then rewrite the notices in the available spaces. They did it enthusiastically. When they did this task, some of them asked the meaning of some words. The researcher helped them by giving clues. ... Then, the researcher led the students to discuss the notices. They participated actively.

---

Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students were actively involved in doing this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher role

In terms of teacher role, the quantitative data show that the mean value is 3.45 and it is categorized as *Agree*. It means that the teacher played roles which could help the students to accomplish Task 17. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah guru memberikan perintah secara jelas pada Task 17?* (Did the teacher give the instruction clearly in Task 17?)

Ss :*Iya, Miss.* (Yes, she did, Miss.)

R :*Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you had difficulties?)

Ss :*Iya!* (Yes, she did.)

---

Interview transcript unit 1, February 2, 2012



The quantitative data and the interview results are supported by the following field note.

Firstly, the researcher explained what they had to do in this task. ... When they did this task, some of them asked the meaning of some words. The researcher helped them by giving clues.

---

Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the teacher acted as an instructor and a facilitator. Based on the whole data, it can be concluded that this component is appropriate.

## (2) The conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 17 are appropriate. The results can be seen in the following table.

Table 4.54: **The analysis of the components of Task 17 in Unit 1**

Component	Analysis	Revision
<b>Goal</b> Task 17 could help the students to improve their writing skills.	Appropriate	-
<b>Input</b> The input of Task 17 was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in task 17 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 17 individually.	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 17. They acted as active learners.	Appropriate	-
<b>Teacher role</b> The teacher played roles which	Appropriate	-

could help the students to accomplish Task 17. She acted as an instructor and a facilitator.		
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r) Task 18

The results of the evaluation questionnaire of Task 18 in the form of quantitative data can be seen in the following table.

Table 4.55: **The mean and category of Task 18 of Unit 1**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	11	19	1	0	3.32	Agree
2	Input	14	17	0	0	3.45	Agree
3	Procedure	18	13	0	0	3.58	Agree
4	Setting	8	21	2	0	3.19	Agree
5	Learner role	16	12	3	0	3.42	Agree
6	Teacher role	14	15	2	0	3.39	Agree

To know whether the task was appropriate or not, the detailed analysis on the task components is given as follows.

(1) The Task Components

- Goal

The goal of Task 18 is to improve their writing skills (in order to be able to write notices). As shown in table 4.55, the quantitative data show that the mean value is 3.32 and it is categorized as *Agree*. It means that this task could help the students to improve their writing skills. The interview results support the quantitative data. It can be seen in the following interview excerpt.

R :*Apakah Task 18 bisa membantu kalian dalam meningkatkan kemampuan menulis?* (Could Task 18 help you to improve your writing skills?)  
Ss :*Bisa!* (Yes, it could.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

After the students already understood about what they had to do, they started to write two simple notices based on the situations. ... Based on her observation, it could be seen that most of the students could do it well.

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Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that after doing some activities in this task, the students could write the notices successfully. It indicates that this task could help the students to improve their writing skills. It can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.45 and it is categorized as *Agree*. It means that the input of this task was interesting and comprehensible. The following interview excerpt also supports the quantitative data.

R :*Apakah kalimat- kalimat pada task 18 bisa dipahami?* (Were the sentences in Task 18 comprehensible?)  
Ss : *Bisa, Miss.* (Yes, they were, Miss.)  
R : *Menarik apa tidak tidak?* (Were they interesting?)  
Ss : *Menarik!* (Yes, they were.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After the students already understood about what they had to do, they started to write two simple notices based on the situations. They looked enthusiastic. ... Most of the students could do it well.

---

Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students could comprehend the input. They were also enthusiastic to learn it. It indicates that the input was interesting and comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.58 and it is categorized as *Strongly Agree*. It means that the activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah rangkaian kegiatan pada Task 12 menarik?* (Were the activities in Task 18 interesting?)

Ss : *Menarik, Miss!* (Yes, they were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the other two data. It can be seen as follows.

Then, the researcher led the students to move on Task 18. First, they were asked to read the instruction. Then, the researcher explained about what they had to do in this task. After they already understood about what they had to do, they started to write two simple notices based on the situations. They looked enthusiastic.

---

Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students were enthusiastic in doing the activities in this task. It can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.19 and it is categorized as *Agree*. It means that they could do this task individually. The interview results support the quantitative data. It can be seen in the following interview excerpt.

R : *Apakah kalian bisa mengerjakan Task 18 secara sendiri- sendiri?* (Could you do Task 18 individually?)  
 Ss : *Bisa!* (Yes, we could.)  
 R : *Fani bisa?* (Could you do it individually, Fani?)  
 S1 : *Bisa, Miss.* (Yes, I could, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Then, the researcher led the students to move on Task 18. In this task, they had to work individually. ... They could do it well.

---

Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students could do this task in the setting that had been determined (individually). Based on the whole data, it can be concluded that this component is appropriate.

- Learner role

In terms of learner role, the quantitative data show that the mean value is 3.42 and it is categorized as *Agree*. It means that the students were actively involved in doing this task. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian aktif dalam mengerjakan Task 18?* (Were you active in doing Task 18?)

Ss :*Ya, Miss!* (Yes, we were, Miss.)

---

Interview transcript unit 1, February 2, 2012

The quantitative data and the interview results are supported by the following field note.

After the students already understood about what they had to do, they started to write two simple notices based on the situations. They looked enthusiastic. ... After that, the researcher led them to discuss the notices together. They were actively involved in discussing the notices.

---

Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the data above, it can be seen that the students were actively involved in doing this task. They acted as active learners. It can be concluded that this component is appropriate.

- Teacher role

In terms of teacher role, the quantitative data show that the mean value is 3.39 and it is categorized as *Agree*. It means that the teacher played roles which could help the students to accomplish this task. The following interview excerpt supports the quantitative data.

R :*Apakah guru memberikan perintah secara jelas pada Task 18?* (Did the teacher give the instruction clearly in Task 18?)

Ss :*Iya!* (Yes, she did.)

R :*Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you had difficulties?)

Ss :*Iya, Miss.* (Yes, she did, Miss.)

---

Interview transcript unit 1, February 2, 2012

The field note supports the data above. It can be seen as follows.

Then, the researcher explained about what the students had to do in this task. ... Like what happened in the previous tasks, some of them also asked the meanings

of some words. The researcher helped them. She also walked around the classroom to observe and help those who had difficulties in doing this task.

---

Field note of written cycle unit 1, February 2<sup>nd</sup>, 2012

From the field note above, it can be seen that the teacher acted as an instructor, observer, and a facilitator. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate

(2) The conclusion

It can be concluded that the six components of Task 18 are appropriate.

The results can be seen in the following table.

Table 4.56: **The analysis of the components of Task 18 in Unit 1**

Component	Analysis	Revision
<b>Goal</b> Task 18 could help the students to improve their writing skills.	Appropriate	-
<b>Input</b> The input of Task 18 was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 18 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 18 individually.	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 18.	Appropriate	-
<b>Teacher role</b> The teacher played roles which could help the students to accomplish Task 18.	Appropriate	-

## **b. The Implementation, Evaluation, and The Revision of Unit 2**

### **1) The Implementation of Unit 2**

Unit 2 consists of 18 tasks. The title is “*I Like Ice Cream*”. It was tried-out in two meetings. The first meeting was on February 4<sup>th</sup>, 2012 and the second meeting was on February 7<sup>th</sup> 2012. The following is the brief description of the whole tasks in Unit 2.

**Table 4.57: General Description of Unit 2**

<b>Task</b>	<b>Instruction and description</b>	<b>Function</b>
Task 1 (Lead-in)	<b>Instruction:</b> Read and learn the dialogue.  <b>Description:</b> The picture and the dialog are aimed to help the students to think about conversations related to food and drink.	To help the students to think about the topic that would be learnt in this unit.
Task 2 (vocabulary and pronunciation)	<b>Instruction:</b> Match and learn.  <b>Description:</b> The students have to match the pictures with the appropriate words and then practise pronouncing it.	<ul style="list-style-type: none"><li>- To improve the students' vocabulary mastery</li><li>- To help the students to pronounce the words correctly</li></ul>
Task 3 (listening)	<b>Instruction:</b> Listen to the story and then arrange the jumbled pictures.  <b>Description:</b> In this task, the students have to listen to a story entitled “ <i>The Very Hungry Caterpillar</i> ” and then arrange the jumbled pictures based on the story they listen to.	<ul style="list-style-type: none"><li>- To give a semi guided listening activity.</li></ul>
Task 4 (Listening)	<b>Instruction:</b> Listen to the story again and then complete the script by choosing the appropriate words.  <b>Description:</b> In this task, the students have to listen to the story again and then complete the script with the appropriate words.	<ul style="list-style-type: none"><li>- To give the students a free guided listening activity.</li></ul>
Task 5 (listening)	<b>Instruction:</b> Match and learn.  <b>Description:</b> The students have to match the	<ul style="list-style-type: none"><li>- To improve the students' vocabulary mastery</li></ul>



	<p>pictures with the appropriate words and then practise pronouncing it.</p>	<ul style="list-style-type: none"> <li>- To help the students to pronounce the words correctly</li> </ul>
Task 6 (speaking)	<p><b>Instruction:</b> In pairs, read the dialog and answer the questions and then practise the dialog.</p> <p><b>Description:</b> In this task, the students have to read a dialog and answer the comprehension questions, and then they have to practise the dialog in pairs.</p>	<ul style="list-style-type: none"> <li>- To give a speaking input</li> <li>- To give an opportunity to practise the dialog</li> </ul>
Task 7 (language focus)	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>- Study the following explanation.</li> </ul> <p><b>Description:</b> In this task, the students have to learn about the explanation about the expressions of like and dislike.</p>	<ul style="list-style-type: none"> <li>- To give an explanation about the expressions of like and dislike.</li> </ul>
Task 8 (speaking)	<p><b>Instruction:</b> Let's play Survey Game.</p> <p><b>Description:</b> In this task, students have to do a class survey by using the table which is provided in this task.</p>	<p>To give the students an opportunity to express like and dislike.</p>
Task 9 (speaking)	<p><b>Instruction:</b> In pairs, read the dialog and answer the questions and then practise the dialog.</p> <p><b>Description:</b> In this task, the students have to read a dialog and answer the comprehension questions, and then they have to practise the dialog in pairs.</p>	<ul style="list-style-type: none"> <li>- To give a speaking input</li> <li>- To give an opportunity to practise the dialog</li> </ul>
Task 10 (Language focus and speaking)	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>- Study the following explanation.</li> <li>- In pairs, complete the dialogs based on the pictures and then practise</li> </ul> <p><b>Description:</b> In this task, the students have to work in pairs to read a dialogue and answer the comprehension questions, and then practise the dialogue.</p>	<ul style="list-style-type: none"> <li>- To give an explanation about quantifiers</li> <li>- To give a semi guided speaking activity</li> </ul>

Task 11 (speaking)	<p><b>Instruction:</b> In pairs, use the following cues to practise the dialogues in Task 10.</p> <p><b>Description:</b> In this task, some pictures are provided to help the students to do the role-play activity.</p>	To give a free guided activity.
Task 12 (reading)	<p><b>Instruction:</b> Read the text and then tick Mr.Jack’s favorite food and drink.</p> <p><b>Description:</b> In this task, students have to read a pictured descriptive text and then tick the food and drink mentioned in the text.</p>	To give the students a guided reading activity.
Task 13 (Reading)	<p><b>Instruction:</b> Identify the sentences based on the text above. Write “True” or “False”.</p> <p><b>Description:</b> In this task, the students have to identify some sentences based on the text they read by writing “True” or “False”.</p>	To give a semi guided reading activity.
Task 14 (Reading)	<p><b>Instruction:</b> Answer the questions based on the text.</p> <p><b>Description:</b> In this task, the students have to answer the questions based on the text.</p>	To give a free guided reading activity
Task 15 (Reading and writing)	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>- Read the letter aloud.</li> <li>- Answer the questions based on the letter by crossing out (X) a, b, c, or d.</li> </ul> <p><b>Description:</b> In this task, students have to read a personal letter and then answer the comprehension questions.</p>	To give a writing input.
Task 16 (Language focus)	<p><b>Instruction:</b> Learn the following explanation.</p> <p><b>Description:</b> In this task, the students have to read and learn the explanation about personal letters.</p>	To give the students a detailed explanation about personal letters.
Task 17 (Writing)	<p><b>Instruction:</b> Complete the letter by choosing the words in the box.</p>	To give a semi guided writing activity.

	<b>Description:</b> in this task, the students have to complete an incomplete letter by choosing the appropriate words provided in the box.	
Task 18 (Writing)	<b>Instruction:</b> Arrange the jumbled parts of letter and the rewrite to be a good letter.  <b>Description:</b> In this task, the students have to arrange the jumbled parts of letter and then rewrite it in the available space.	To give a free guided writing activity.

## 2) The Evaluation and the Revision of Unit 2

### a) Task 1

The results of the evaluation questionnaire of Task 1 are presented in the following table.

Table 4.58: The mean and category of Task 1 of Unit 2

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	12	17	2	0	3.32	Agree
2	Input	15	14	2	0	3.42	Agree
3	Procedure	11	17	3	0	3.26	Agree
4	Setting	9	20	2	0	3.23	Agree
5	Learner role	11	19	1	0	3.32	Agree
6	Teacher role	13	17	1	0	3.39	Agree

To know whether the task is appropriate or not, the components of the task were analyzed

#### (1) Task Components Analysis

- Goal

The goal of this task was to help the students to think about topic that would be learnt in unit two. As shown in table 4.59, the quantitative data shows

that the mean value is 3.32 and it is categorized as “Agree”. It means that this task could help the students to think about the topic that would be learnt. The following interview excerpt also supports the quantitative data.

- R : *Oke. Mari kita mulai dari Task 1 ya...* (OK. Let us start from Task 1.)  
Ss : *Ya Miss...* (OK, Miss.)  
R : *Apakah setelah mempelajari Task 1 kalian bisa mendapatkan gambaran tentang topik yang akan dibahas?* (Could you imagine topic that would be learnt after studying Task 1?)  
Ss : *Iya!* (Yes, we could.)  
R : *Mendapatkan gambaran?* (You could imagine what you would learn, couldn't you?)  
S3 : *Iya Miss, jadi punya bayangan.* (Yes Miss, we could imagine the topic that would be learnt.)

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Interview transcript unit 2, February 7, 2012

From the field note, it can be seen that this task could help the students to think about the topic that would be learnt. It can be seen as follows.

The students were asked to open the book on unit two Task 1. This task was aimed to help the students to think the topic that would be learnt in unit two. They read and learnt the pictured dialog in Task 1 enthusiastically. After that, the researcher gave them some oral questions related to the pictured dialog, such as; Where are they? What are they doing? What is he saying?, etc. ... They answered the researcher's questions enthusiastically. After that, the researcher asked them about the topic that would be learnt in unit two. They knew that in this unit, they would learn about food and drink.

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Field note of spoken cycle unit 2, February 4, 2012

From the data above, it can be seen that after doing this task, the students could understand the topic that would be learnt in unit two. It indicates that this task could help the students to think about the topic that would be learnt in unit two. Based on the quantitative and qualitative data, it can be concluded that this component appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.42 and it was categorized as 'Agree'. It means that the input of this task (the pictured dialog) was interesting and comprehensible. The following interview excerpt supports the quantitative data.

- R :*Apakah dialog bergambar pada Task 1 menarik dan bisa dipahami?* (Was the pictured dialog in Task 1 interesting and comprehensible?)  
 Ss :*Ya, Miss!* (Yes, it was, Miss.)  
 R :*Kenapa menarik.* (Why was it interesting?)  
 S3 :*Gambarnya lucu dan warnanya bagus, Miss.* (The picture was funny and colorful, Miss.)

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Interview transcript unit 2, February 7, 2012

The field note supports the quantitative data and the interview results. It can be seen as follows.

The students read and learnt the pictured dialog in Task 1 enthusiastically. After that, the researcher gave them some oral questions related to the pictured dialog. ... They answered the researcher's questions enthusiastically. After that, the researcher asked them about the topic that would be learnt in unit two. They knew that in this unit, they would learn about food and drink.

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Field note of spoken cycle unit 2, February 4, 2012

The data above show that the students were enthusiastic in learning the pictured dialog. The data also show that they could answer the researcher's questions. It indicates that the input was interesting and comprehensible. Based the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.26 and it is categorized as 'Agree'. It means that the activities in this

task were interesting. The interview results support the quantitative data. It can be seen as follows.

R : *Oke. Apakah rangkaian kegiatan pada Task 1 menarik?* (OK. Was the procedure in Task 1 interesting?)

Ss : *Ya, Miss!* (Yes, it was, Miss.)

R : *Menurutmu gimana Nindi?* (What do you think, Nindi?)

S6 : *Menarik Miss.* (It was interesting, Miss.)

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Interview transcript unit 2, February 7, 2012

The field note also supports the data above data. It can be seen as follows.

The students were asked to open the book on unit two Task 1. They read and learnt the pictured dialog in Task 1 enthusiastically. After that, the researcher gave them some oral questions related to the pictured dialog. ... They answered the researcher's questions enthusiastically.

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Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that the students did the activities in this task enthusiastically. They learnt the pictured dialog and answered the researcher's questions enthusiastically. It indicates that the procedure of this task was interesting for the students. Based on the whole data, it can be concluded that the procedure is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.23 and it is categorized as 'Agree'. It means that they could do this task in the setting that had been determined (individually). The following interview excerpt supports the quantitative data.

R : *Apakah kalian mengerjakan Task 1 secara sendiri- sendiri?* (Did you do task 1 individually?)

Ss : *Iya, Miss.* (Yes, we did, Miss.)

R : *Bisa?* (Could you do it individually?)

Ss : *Bisa!*. (Yes, we could.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the quantitative data and the interview results. It can be seen as follows.

In this task, the students were asked to work individually. They read and learnt the pictured dialog in Task 1 enthusiastically. After that, the researcher gave them some oral questions related to the pictured dialog. ... They answered the researcher's questions enthusiastically.

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Field note of spoken cycle unit 2, February 4, 2012

The data above show that the students could accomplish this task in the setting that had been determined (individually). They learnt the dialog individually and answered the questions. Based on the whole data, it can be concluded that the setting of this task is appropriate.

- Learner Role

^ In terms of learner role, the quantitative data show that the mean value is 3.32 and it is categorized as 'Agree'. It means that the students were actively involved in doing this task. It is supported by the following interview excerpt.

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 1?* (Were you active in doing the activities in Task 1?)

Ss : *Iya, Miss!* (Yes, we were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the data above. It can be seen as follows.

The students read and learnt the pictured dialog in Task 1 enthusiastically. After that, the researcher gave them some oral questions related to the pictured dialog. ... They answered the researcher's questions enthusiastically. ... The students were actively involved during this task was done.

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Field note of spoken cycle unit 2, February 4, 2012

From the data above, it can be seen the students were actively involved in doing this task. It can be concluded that this component is appropriate.

- Teacher Role

In terms of teacher role, the quantitative data show that the mean value is 3.39 and it is categorized as 'Agree'. It means that the teacher played roles which could help the students to do this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah guru membantu kalian dalam memahami materi pada Task 1?* (Did the teacher help you to understand the materials in Task 1?)  
Ss : *Iya, Miss!* (Yes, she did, Miss.)

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Interview transcript unit 2, February 7, 2012

The field note also supports the other two data. It can be seen as follows.

After that, the researcher gave them some oral questions related to the pictured dialog, such as; *Where are they? What are they doing? What is he saying?, etc..* The questions were aimed to help them to understand the pictured dialog. Sometimes the researcher switched the questions into *Bahasa Indonesia* because some of the students did not understand it. The students answered the researcher's questions enthusiastically. After that, the researcher asked them about the topic that would be learnt in unit two. They knew that in this unit, they would learn about food and drink.

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Field note of spoken cycle unit 2, February 4, 2012

The data above show that the teacher (the researcher) helped the students in understanding the materials of this task. She acted as a facilitator. It can be concluded that this component is appropriate.

## (2) Conclusion



Based on the results of the analysis, it can be concluded that the six components of Task 1 are appropriate. The conclusion can be seen in the following table.

Table 4.59: **The analysis of the components of Task 1 in Unit 2**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 1 could help the students to think about the topic that would be learnt.	Appropriate	-
<b>Input</b> The input of Task 1 (the pictured dialog) was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 1 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 1 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved to do the activities in Task 1. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role which could help the students in accomplishing Task 1. She acted as a facilitator.	Appropriate	-

b) Task 2

The results of the evaluation questionnaire of Task 2 are presented in the following table.

Table 4.60: **The mean and category of Task 2 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	10	21	0	0	3.32	Agree
2	Input	12	18	1	0	3.35	Agree
3	Procedure	10	17	4	0	3.19	Agree
4	Setting	9	20	2	0	3.23	Agree
5	Learner role	16	14	1	0	3.48	Agree
6	Teacher role	14	15	2	0	3.39	Agree

To know whether the task is appropriate or not, the detailed analysis on the task components is given as follows.

#### (1) Task Components Analysis

- Goal

This task is aimed to improve students' vocabulary mastery. As shown in table 4.61, the mean value for this component is 3.32 and it is categorized as "Agree". It means that this task could help the students to improve their vocabulary mastery. The interview results support the quantitative data. It can be seen as follows.

R : *Oke. Sekarang Task 2 ya... Apakah Task 2 dapat meningkatkan kosakata kalian?* (OK. Now, let us move on Task 2. Could Task 2 improve your vocabulary mastery?)

Ss : *Iya, Miss!* (Yes, it could, Miss.)

R : *Menurutmu gimana, Hes?* (What do you think, Hes?)

S4 : *Iya Miss.* (Yes, it could, Miss.)

R : *Iya gimana? Kamu jadi bisa ngapain?* (What do you mean? What did you get after doing Task 2?)

S4 : *Menambah pengetahuan kosakata sama berlatih anu...apa ya... (Improving my vocabulary mastery and....err...what is it....)*

R : *Mengucapkan kata-kata dengan benar?* (Pronouncing the words correctly?)

S4 :*Iya, Miss. Berlatih mengucapkan kata- kata dengan benar.* (That is right. We could pronounce the words correctly.)

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Interview transcript unit 2, February 7, 2012

From the field note, it can be seen that after doing this task, the students know the meaning the new words in this task. It can be seen as follows.

After Task 1 was successfully done, the researcher led the students to move on Task 2. This task was aimed to improve students' vocabulary mastery. They had to match the words and the pictures. After they finished in matching the words and the pictures, the researcher led them to check it together. Their answers were satisfying. Most of the students could do it successfully.

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Field note of spoken cycle unit 2, February 4, 2012

From the interview excerpt above it can be seen that this task provided a practice which could help the students to improve their vocabulary mastery. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.35 and it was categorized as 'Agree'. It means that the inputs of this task (the pictures and the vocabulary) were interesting and comprehensible. The following interview excerpt supports the quantitative data.

R :*Apakah kosakata dan gambar-gambar pada task 2 menarik dan bisa dipahami? Menurutmu gimana, Agnes?* (Were the vocabulary and the pictures in Task 2 interesting and comprehensible? What do you think, Agnes?)

S3 :*Sangat menarik, Miss.* (Those were very interesting, Miss.)

R :*Kenapa?* (Why?)

S3 :*Karena ada bermacam- macam gambar makanan yang lucu- lucu... hehe...* (There were various pictures of food which were funny... hehe...)

R :*Gambarnya jelas tidak itu?* (Were the pictures clear?)

Ss :*Jelas, Miss.* (Those were clear, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note shows a different fact related to the input. It can be seen as follows.

In checking the answers, some of the students were confused because the pictures and the words were not completed with numbers. Thus, the researcher asked the students to give number for each picture.

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Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that there was a problem within the inputs. It was confusing because the pictures and the words were not numbered. Based on the field note, it can be concluded that this component is inappropriate. The inputs had to be revised. The pictures and the words must be numbered.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.19 and it is categorized as 'Agree'. It means that the activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah rangkaian kegiatan pada Task 2 menarik?* (Were the activities in Task 2 interesting?)

Ss : *Ya, Miss.* (Yes, they were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and interview results. It can be seen as follows.

The students had to match the words and the pictures. They looked enthusiastic in matching the pictures with the words. After they finished in matching the words and the pictures, the researcher led them to check it together. ... After checking

the answers, the researcher led them to pronounce word by word using flashcards. ... After that, she also showed the pictures one by one and then asked them to mention the names of the food in the pictures. They could mention the names of the food correctly. During this task was done, the students were actively involved.

---

Field note of spoken cycle unit 2, February 4, 2012

Based on the data above, it can be seen that the students did the activities in this task enthusiastically. It indicates that the procedure of this task was interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.23 and it is categorized as 'Agree'. It means that the students could do Task 2 in the setting that had been determined (individually). The following interview excerpt supports the quantitative data.

R : *Apakah kalian mengerjakan Task 2 secara sendiri- sendiri?* (Did you do Task 2 individually?)

Ss : *Iya, Miss.* (Yes, we did, Miss.)

R : *Kesulitan apa tidak untuk mengerjakan Task 2 secara individu?* (Was it difficult for you to do Task 2 individually?)

Ss : *Tidak Miss.* (No, it was not, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the other two data. It can be seen as follows.

After Task 1 was successfully done, the researcher led the students to move on Task 2. They had to do this task individually. ... They had to match the words and the pictures. ... Their answers were satisfying. Most of the students could do it successfully.

---

Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that the students could accomplish task 2 in the setting that had been determined (individually). It can be concluded that this component is appropriate.

- Learner Role

` In terms of learner role, the quantitative data show that the mean value is 3.48 and it is categorized as 'Agree'. It means that the students were actively involved to do the activities in this task. It is supported by the following interview excerpt.

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 2?* (Were you active to do the activities in Task 2?)

Ss : *Iya, Miss!* (Yes, we were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and interview results. It can be seen as follows.

The students had to match the words and the pictures. They looked enthusiastic in matching the pictures with the words. After they finished in matching the words and the pictures, the researcher led them to check it together. ... After that, she also showed the pictures one by one and then asked them to mention the names of the food in the pictures. They could mention the names of the food correctly. During this task was done, the students were actively involved.

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Field note of spoken cycle unit 2, February 4, 2012

The data above show that the learners were actively involved to do the activities in Task 2. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of the teacher role, the quantitative data show that the mean value is 3.39 and it is categorized as 'Agree'. It means that the teacher played a role which could help the students to do this task. The following interview excerpt supports the quantitative data.

- R : *Apakah guru membantu kalian dalam memahami materi pada Task 2?* (Did the teacher help you to understand the materials in Task 2?)  
 Ss : *Membantu, Miss.* (Yes, she did, Miss.)  
 R : *Senang tidak waktu guru menjelaskan dengan gambar- gambar?* (Were you happy when she explained using pictures?)  
 S4 : *Sangat senang!* (I was very happy.)  
 R : *Mengapa?* (Why?)  
 S1 : *Iya, bisa lebih jelas.* (Yes, it made us easier to understand the materials.)

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Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and interview results. It can be seen as follows.

After checking the answers, the researcher led the students to pronounce word by word using flashcards. She showed the flashcard while pronounced the word and then the students repeated to pronounce the word. After that, she also showed the pictures one by one and then asked them to mention the names of the food in the pictures. They could mention the names of the food correctly.

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Field note of spoken cycle unit 2, February 4, 2012

From the data above, it can be seen the teacher (the researcher) acted as a facilitator. She helped the students to learn the materials in this task by explaining using flashcards. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that one of the six components of Task 2 is inappropriate. The results are shown in the following table.

Table 4.61: **The analysis of the components of Task 2 in Unit 2**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 2 could help the students to improve their vocabulary mastery.	Appropriate	-
<b>Input</b> The inputs of Task 2 (the pictures and the vocabulary) were interesting and comprehensible.	Inappropriate	The pictures and the words should be numbered.
<b>Procedure</b> The activities in Task 2 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 2 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 2. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students to do in Task 2. She acted as a facilitator.	Appropriate	-

## c) Task 3

The results of the evaluation questionnaire of Task 3 are presented in the following table.



Table 4.62: **The mean and category of Task 3 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	9	21	1	0	3.26	Agree
2	Input	13	18	0	0	3.42	Agree
3	Procedure	16	15	0	0	3.52	Agree
4	Setting	11	19	1	0	3.32	Agree
5	Learner role	9	21	1	0	3.26	Agree
6	Teacher role	14	17	0	0	3.45	Agree

To know whether the task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) Task Components Analysis

- Goal

This task is aimed to improve students' listening skills. As shown in table 4.63, the quantitative data show that the mean value is 3.26 and it is categorized as "Agree". It means that this task could help the students to improve their listening skills. The interview results support the quantitative data. It can be seen as follows.

R : *Kita lanjutkan ke task 3 ya....* (Let us move on Task 3.)

Ss : *Ya, Miss!* (OK, Miss.)

R : *Ehm... Apakah Task 3 bisa meningkatkan kemampuan kalian dalam mendengarkan?* (Err... could Task 3 improve your listening skills?)

Ss : *Bisa, Miss!* (Yes, it could, Miss.)

---

Interview transcript unit 2, February 7, 2012

The following field note supports the quantitative data and the interview results.

The researcher then led the students to move on Task 3. This task was aimed to improve the students' listening skills. The researcher explained that they had to listen to the story and then arrange the jumbled pictures based on the story they listened to. Then, the researcher started telling the story entitled 'The Very Hungry Caterpillar'. ... Most of the students could arrange the pictures correctly.

---

Field note of spoken cycle unit 2, February 4, 2012

The data above show that this task provided a listening practice for the students. They had to listen to a story read by the teacher and then arrange the jumbled pictures based on the story they listened to. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.42 and it was categorized as 'Agree'. It means that the input of this task (story entitled '*The Very Hungry Caterpillar*') was interesting and comprehensible. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah cerita lisan yang berjudul 'The Very Hungry Caterpillar' itu menarik dan bisa dipahami?* (Was the story entitled '*The Very Hungry Caterpillar*' interesting and comprehensible?)

Ss : *Iya... Sangat menarik!* (Yes, it was.)

R : *Mengapa?* (Why?)

S1 : *Karena lucu... hehehe...* (Because it was funny...hehehe...)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The researcher explained that the students had to listen to the story and then arrange the jumbled pictures based on the story they listened to. Then, the researcher started telling the story entitled '*The Very Hungry Caterpillar*'. ... They were so enthusiastic to listen to the story and arrange the jumbled pictures. Most of the students could arrange the pictures correctly.

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Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that the students were enthusiastic to listen to the story. They could arrange the jumbled pictures based on the story they listened to. It indicates that the story was interesting and comprehensible for the students. Based on the whole data it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.52 and it is categorized as 'Agree'. It means that the activities in this task were interesting. The following interview excerpt supports the quantitative data.

R :*Apakah rangkaian kegiatan pada Task 3 menarik?* (Were the activities in Task 3 interesting?)

Ss :*Iya, Miss!* (Yes, they were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the quantitative data and the interview results. It can be seen as follows.

The researcher then led the students to move on Task 3. The researcher explained that they had to listen to the story and then arrange the jumbled pictures based on the story they listened to. Then, the researcher started telling the story entitled 'The Very Hungry Caterpillar'. They were so enthusiastic to listen to the story and arrange the jumbled pictures.

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Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that the students did the activities in this task enthusiastically. It indicates that the procedure of this task was

interesting for the students. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.32 and it is categorized as 'Agree'. It means that they could do Task 3 individually. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian mengerjakan Task 3 secara sendiri- sendiri?* (Did you do task 3 individually?)

Ss : *Iya, Miss!* (Yes, we did, Miss.)

R : *Apakah kalian bisa mengerjakannya sendiri-sendiri?* (Could you do it individually?)

Ss : *Bisa!* (Yes, we could.)

---

Interview transcript unit 2, February 7, 2012

The following field note supports the quantitative data and the interview results.

The researcher then led the students to move on Task 3. This task was aimed to improve the students' listening skills. They had to do this task individually. ... Most of the students could arrange the pictures correctly.

---

Field note of spoken cycle unit 2, February 4, 2012

From the data above, it can be seen that the students could accomplish task 3 in the setting that had been determined. It can be concluded that the setting of this task is appropriate.

- Learner Role

In relation to learner role, the quantitative data show that the mean value is 3.26 and it is categorized as 'Agree'. It means that the students were actively

involved to do the activities in this task. The interview excerpt supports the quantitative data. It can be seen as follows.

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 3?* (Were you active to do the activities in Task 3?)

Ss : *Iya!* (Yes, we did.)

---

Interview transcript unit 2, February 7, 2012

The following field note also supports the quantitative data and interview excerpt.

The researcher explained that the students had to listen to the story and then arrange the jumbled pictures based on the story they listened to. Then, the researcher started telling the story entitled 'The Very Hungry Caterpillar'. They were so enthusiastic to listen to the story and arrange the jumbled pictures. After they finished arranging the pictures, the researcher led them to check it together. ... During this task was accomplished, the students participated actively.

---

Field note of spoken cycle unit 2, February 4, 2012

The field note above shows that the students were actively involved in doing this task. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In relation to the teacher role, the quantitative data show that the mean value is 3.45 and it is categorized as 'Agree'. It means that the teacher played a role that could help the students to do this task. The interview results support the quantitative data. It can be seen as follows.

- R : *Apakah guru membacakan cerita dengan jelas?* (Did the teacher tell you the story clearly?)  
 Ss : *Iya, Miss.* (Yes, she did, Miss.)  
 R : *Apakah gambar-gambar yang digunakan guru memudahkan kalian dalam mengerjakan Task 3?* (Were the pictures used by the teacher helpful for you to do Task 3?)  
 Ss : *Iya!* (Yes, they were.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and interview excerpt. It can be seen as follows.

Then, the researcher started telling the story entitled '*The Very Hungry Caterpillar*'. To help the students to understand this story, she used pictures and did some actions which illustrated what the caterpillar did. ... After they finished arranging the pictures, the researcher led them to check it together. She used media (pictures) which were hanged on the board.

---

Field note of spoken cycle unit 2, February 4, 2012

The data above show that the teacher (the researcher) acted as a facilitator. She helped the students in understanding the materials by explaining using pictures. It was aimed to help the students to accomplish this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 3 are appropriate. The results are shown in the following table.

**Table 4.63: The analysis of the components of Task 3 in Unit 2**

Component	Analysis	Revision
<b>Goal</b> Task 3 could improve the students' listening skills.	Appropriate	-

<b>Input</b> The input of Task 3 (the story) was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 3 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 3 individually.	Appropriate	-
<b>Learner role</b> The students were actively involved to do the activities in Task 3.	Appropriate	-
<b>Teacher role.</b> The teacher played roles that could help the students to do Task 3.	Appropriate	-

d) Task 4

The results of the evaluation questionnaire in the form of quantitative data of Task 4 can be seen in the following table.

Table 4.64: **The mean and category of Task 4 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	12	19	0	0	3.39	Agree
2	Input	7	23	1	0	3.19	Agree
3	Procedure	14	17	0	0	3.45	Agree
4	Setting	10	18	3	0	3.23	Agree
5	Learner role	15	14	2	0	3.42	Agree
6	Teacher role	11	18	2	0	3.29	Agree

To know whether this task is appropriate or not, the six components of task were analyzed. It can be seen as follows.

### (1) Task Components Analysis

- Goal

The goal of Task 4 is to improve students' listening skills. The quantitative data show that the mean value is 3.39 and it is categorized as "Agree". It means that this task could help the students to improve their listening skills. The following interview excerpt supports the quantitative data.

R : *Oke. Kita lanjutkan ke Task 4. Apakah Task 4 bisa meningkatkan kemampuan kalian dalam mendengarkan? Gimana, Fani?* (Well, let us continue to Task 4. Could Task 4 improve your listening skills? What do you think, Fani?)

S1 : *Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the quantitative data and the interview excerpt above. It can be seen as follows.

After a moment, the researcher led the students to move on Task 4. This task was aimed to help the students to improve their listening skills. In this task, they had to listen to the story again, and then complete the script by choosing the appropriate words.

---

Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that this task provided a listening practice. The students were asked to listen to the story again, and complete the script of the story by choosing the appropriate words. It can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.19 and it is categorized as 'Agree'. It means that the input of this task (the story)



was interesting and comprehensible. The following interview excerpt supports the quantitative data.

R :*Apakah cerita dan gambar- gambar pada Task 4 menarik dan bisa dipahami?* (Were the story and the pictures in task 4 interesting and comprehensible?)

Ss :*Iya, Miss!* (Yes, they were.)

R :*Menurutmu gimana, Nindi?* (What do you think, Nindi?)

S5 :*Menarik, Miss.* (They were interesting, Miss.)

R :*Bisa dipahami tidak?* (Were they comprehensible?)

S5 :*Bisa, Miss.* (Yes, they were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note shows a different fact. It shows that there was a problem related to the input. It can be seen as follows.

There were many students who could finish completing the script of the story before the researcher finished telling the story. They could do the task very quickly.

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Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that the input was not challenging. The students could complete the script of the story before the researcher finished telling the story. Based on the whole data it can be concluded that this component was inappropriate. It had to be revised. The pictures should not be asserted in the script.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.45 and it is categorized as ‘Agree’. It means that the activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah rangkaian kegiatan pada Task 4 menarik?* (Was the procedure in Task 4 interesting?)  
Ss : *Menarik!* (Yes, it was.)  
R :*Antin, menurut kamu gimana?* (What do you think, Antin?)  
S6 :*Menarik, Miss.* (It was interesting, Miss.)

---

Interview transcript unit 2, February 7, 2012

The following field note supports the quantitative data and the interview results.

In this task, the students had to listen to the story again, and then complete the script by choosing the appropriate words. The researcher started telling the story. The researcher started telling the story. The students looked so enthusiastic in listening the story and completing the script. ... Then, she led them to check their answer. Their answers were satisfying.

---

Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that the students did the activities in this task enthusiastically. It indicates that the procedure of this task was interesting for the students. It can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.23 and it is categorized as 'Agree'. It means that they could do Task 4 in the setting that had been determined (individually). The following interview excerpt supports the quantitative data.

- R :*Apakah kalian mengerjakan Task 4 secara sendiri- sendiri?* (Did you do Task 4 individually?)  
 Ss :*Iya!* (Yes, we did.)  
 R :*Kemarin bisa mengerjakan Task 4 sendiri tidak, Fendi??* (Could you do Task 4 individually, Fendi?)  
 S2 : *Bisa, Miss.* (Yes, I could, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the other two data. It can be seen as follows.

After a moment, the researcher led the students to move on Task 4. In this task, they had to listen to the story again, and then complete the script by choosing the appropriate words. They had to do it individually. ... Then, she led them to check their answer. Their answers were satisfying.

---

Field note of spoken cycle unit 2, February 4, 2012

Based on the data above, it can be seen that the students could accomplish this task in the setting that had been determined (individually). It can be concluded that this component is appropriate.

- Learner Role

In relation to learner role, the quantitative data show that the mean value is 3.42 and it is categorized as 'Agree'. It means that the students were actively involved to do the activities in this task. The following interview excerpt supports the quantitative data.

- R :*Apakah kalian aktif dalam mengerjakan Task 4?* (Were you active in doing Task 4?)  
 Ss : *Iya, Miss!* (Yes, we were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and interview excerpt. It can be seen as follows.

After a moment, the researcher led the students to move on Task 4. In this task, they had to listen to the story again, and then complete the script by choosing the appropriate words. They had to do it individually. The script of the story was completed with pictures. The researcher started telling the story. The students looked so enthusiastic to listen to the story and complete the script.

---

Field note of spoken cycle unit 2, February 4, 2012

From the data above, it can be seen that the students were actively involved in doing the activities of this task. They acted as active learners. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of the teacher role, the quantitative data show that the mean value is 3.29 and it is categorized as 'Agree'. It means that the teacher play a role which could help the students to accomplish this task. The following interview excerpt supports the quantitative data.

R : *Apakah guru membacakan cerita pada Task 4 dengan jelas?* (Did the teacher tell you the story clearly?)

Ss : *Iya!* (Yes, she did.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and interview excerpt. It can be seen as follows.

The researcher started telling the story. The students looked so enthusiastic to listen to the story and complete the script. ... Then, she led them to check their answer. Their answers were satisfying.

---

Field note of spoken cycle unit 2, February 4, 2012

The data above show that the teacher acted as a facilitator. She told the story to the students. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that there is one inappropriate component in this task. It can be seen in the following table.

Table 4.65: **The analysis of the components of Task 4 in Unit 2**

Component	Analysis	Revision
<b>Goal</b> Task 4 could help the students to improve their listening skills.	Appropriate	-
<b>Input</b> The input of Task 4 (the story) was interesting and comprehensible.	Inappropriate	The pictures should not be put in the story script.
<b>Procedure</b> The activities in Task 4 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 4 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 4.	Appropriate	-
<b>Teacher role.</b> The teacher played roles that could help the students to accomplish Task 4.	Appropriate	-

## e) Task 5

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.66: **The mean and category of Task 5 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	15	16	0	0	3.48	Agree
2	Input	11	18	1	0	3.23	Agree
3	Procedure	13	17	1	0	3.39	Agree
4	Setting	8	21	2	0	3.19	Agree
5	Learner role	16	13	2	0	3.45	Agree
6	Teacher role	12	18	1	0	3.35	Agree

The six components of this task are analyzed as follows to know whether this task is appropriate or not.

(1) Task Components Analysis

- Goal

The goal of Task 5 is to improve students' vocabulary mastery and pronunciation. The quantitative data show that the mean value is 3.48 and it is categorized as "Agree". It means that this task could help the students to improve their vocabulary mastery and pronunciation. The following interview excerpt supports the quantitative data.

R : *Oke, selanjutnya Task 5. Apakah Task 5 bisa membantu meningkatkan pegetahuan kosakata kalia?* (The next is Task 5. Could Task 5 improve your vocabulary mastery?)

Ss : *Iya, Miss.* (Yes, it could, Miss.)

R : *Selain itu, di Task 5 ini kalian bisa berlatih apa?* (What is else?)

S4 : *Anu miss....mengucapkan kata- kata dengan benar.* (Err...I could learn to pronounce the words correctly.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and the interview excerpt above. It can be seen as follows.

Next, the researcher asked the students to move on task 5. This task was aimed to improve the students' vocabulary mastery. In this task, they matched the words and the pictures individually. ... After they finished matching the words and the pictures, the researcher led them to check their answers together. ... They could do this task successfully.

---

Field note of spoken cycle unit 2, February 4, 2012

From the data above, it can be seen that this task provided an activity which could help the students to improve their vocabulary mastery. They matched the pictures with the appropriate words. It can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.23 and it was categorized as 'Agree'. It means that the inputs of this task (the words and the pictures) were interesting and comprehensible. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Apakah kosakata pada Task 5 bisa dipahami?* (Was the vocabulary in Task 5 comprehensible?)

Ss : *Iya!* (Yes, it was.)

R : *Gambar- gambarnya gimana? Menurut kamu menarik nggak, Hesti?* (How about the pictures? Were they interesting, Hesti?)

S4 : *Sangat menarik, Miss... berwarna- warni.* (They were very interesting, Miss. The pictures were colorful.)

---

Interview transcript unit 2, February 7, 2012

The field note shows the different fact. It shows that there were problems within the inputs. It can be seen as follows.

When the students did the task, some of them asked; *Miss, yang gambar nasi kok nggak ada pilihan katanya?* (Miss, there is not an appropriate words suit the picture of rice.). The researcher then asked them to write ‘a bowl of rice’. After they finished matching the words and the pictures, the researcher led them to check their answers together. In checking their answers, they were confused since both the pictures and the words were not numbered. Thus, the researcher asked them to give number for each picture.

---

Field note of spoken cycle unit 2, February 4, 2012

Based on the field note above, it can be seen that there were two mistakes found in the input. First, there was a missing word in the vocabulary list. Second, the pictures and the words were not completed with numbers. Based on the whole data it can be concluded that this component was inappropriate. It should be revised. The words ‘a bowl of rice’ should be added in the vocabulary list. The pictures and the word should be numbered.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.39 and it is categorized as ‘Agree’. It means that the activities in this task were interesting. The following interview excerpt supports the quantitative data.

R :*Apakah rangkaian kegiatan pada Task 5 menarik?* (Was the procedure in Task 5 interesting?)

Ss :*Iya, Miss!* (Yes, it was, Miss.)

R :*Menurut kamu gimana, Fani?* (What do you think, Fani?)

S1 :*Menarik, Miss.* (It was interesting, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the data above. It can be seen as follows.

In this task, the students matched the words and the pictures individually. They did it enthusiastically. ... After they finished matching the words and the pictures,



the researcher led them to check their answers together. ... After that, the researcher showed pictures of various kinds of food and pronounced the words. The students repeated the words. Next, she showed the pictures and the students were asked to mention the names of the food in the pictures. The students participated actively in doing this task.

---

Field note of spoken cycle unit 2, February 4, 2012

The data above show that the students did the activities in this task enthusiastically. It indicates that the procedure of this task was interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.19 and it is categorized as 'Agree'. It means that they could do Task 5 individually. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah kalian bisa mengerjakan Task 5 secara sendiri- sendiri?* (Could you do Task 5 individually?)

Ss :*Bisa!* (yes, we could.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and the interview results. It can be seen as follows.

In this task, they matched the words and the pictures individually. ... They could do this task successfully.

---

Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that the students could accomplish this task in the setting that had been determined (individually). Based

on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Learner Role

˘ In relation to learner role, the quantitative data show that the mean value is 3.45 and it is categorized as ‘Agree’. It means that the students were active to do the activities in this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 5?* (Were you active to do the activities in Task 5?)

Ss : *Iya, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and interview excerpt. It can be seen as follows.

In this task, the students matched the words and the pictures individually. They did it enthusiastically. ... After they finished matching the words and the pictures, the researcher led them to check their answers together. After that, the researcher showed pictures of various kinds of food and pronounced the words. The students repeated the words. Next, she showed the pictures and the students were asked to mention the names of the food in the pictures. The students participated actively in doing this task.

---

Field note of spoken cycle unit 2, February 4, 2012

The field note above shows that the students were actively involved to do the activities in this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of the teacher role, the quantitative data show that the mean value is 3.35 and it is categorized as 'Agree'. It means that the teacher played a role which could help them to do this task. The following interview excerpt supports the quantitative data.

R : *Apakah guru membantu kalian jika kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)

Ss : *Iya, Miss!* (Yes, she did, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the data above. It can be seen as follows.

When the students did this task, some of them asked; *Miss, yang gambar nasi kok nggak ada pilihan katanya?* (Miss, there is not an appropriate words suit the picture of rice.). The researcher then asked them to write 'a bowl of rice'.

---

Field note of spoken cycle unit 2, February 4, 2012

The data above show that the teacher (the researcher) acted as a facilitator. She helped the students when they had difficulties. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that there is one of the six components of this task which is inappropriate. It can be seen in the following table.

**Table 4.67: The analysis of the components of Task 5 in Unit 2**

Component	Analysis	Revision
<b>Goal</b> Task 5 could improve the students'	Appropriate	-

vocabulary mastery and pronunciation.		
<b>Input</b> The inputs of Task 5 (pictures and vocabulary list) were interesting and comprehensible.	Inappropriate	<ul style="list-style-type: none"> <li>- The words 'a bowl of rice' should be added in the vocabulary list.</li> <li>- The pictures should be numbered to ease the students in checking their answers.</li> </ul>
<b>Procedure</b> The activities in Task 5 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 5 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved to do the activities in Task 5.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students to accomplish Task 5.	Appropriate	-

f) Task 6

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.68: The mean and category of Task 6 of Unit 2

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	12	19	0	0	3.39	Agree
2	Input	16	13	2	0	3.45	Agree
3	Procedure	14	16	1	0	3.42	Agree
4	Setting	21	9	1	0	3.65	Strongly Agree
5	Learner role	10	19	2	0	3.26	Agree
6	Teacher role	11	19	1	0	3.32	Agree

To know whether this task is appropriate or not, the six components of this task were analyzed. It can be seen as follows.

(1) Task Components Analysis

- Goal

The goal of Task 6 is to improve students' speaking skills. The quantitative data show that the mean value is 3.39 and it is categorized as "Agree". It means that this task could help the students to improve their speaking skills. The following interview results support the quantitative data. It can be seen in the following excerpt.

- R : *Oke, kita lanjutkan ke Task 6. Apakah Task 6 bisa membantu kalian dalam meningkatkan kemampuan berbicara?* (Let us move on Task 6. Could task 6 help you to improve your speaking skills?)
- Ss : *Bisa!* (Yes, it could.)
- R : *Apa yang kalian pahami setelah mempelajari Task 6? Coba, Fani?* (What you got after learning Task 6? What do you think, Fani?)
- S1 : *Ehm...anu....* (Err....)
- R : *Apa yang kamu pelajari di Task 6? Ekspresi untuk mengungkapkan apa itu?* (What had you learn in Task 6? What expressions did you learn?)
- S1 : *Suka dan tidak suka, Miss!* (The expressions of like and dislike, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and the interview excerpt above. It can be seen in the following field note.

After Task 5 was successfully finished, the students were asked to move on task 6. This task was aimed to improve the students' speaking skills. ... After a moment, they started reading the dialog and then answering the comprehension questions in pairs. ... After they already understood about what the dialog was about, they were asked to practise the dialog in pairs. They could do it well.

---

Field note of spoken cycle unit 2, February 4, 2012

The field note above shows that this task provided a speaking practice. The students were given an input text in the form of a dialog. They learnt it and then practised the dialog in pairs. The data also show that they could do it successfully. It can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.45 and it is categorized as 'Agree'. It means that the inputs of this task were interesting and comprehensible. The following interview excerpt supports the quantitative data.

- R : *Apakah dialog dan gambar pada task 7 itu menarik?* (Were the dialog and the picture interesting?)  
Ss : *Menarik, Miss.* (Yes, they were, Miss.)  
R : *Bisa dipahami tidak dialognya?* (Was the dialog comprehensible?)  
Ss : *Bisa!* (Yes, it was.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and the interview results. It can be seen as follows.

After a moment, the students started reading the dialog and then answering the comprehension questions in pairs. They looked enthusiastic to do it. ... Some minutes later, the researcher led them to check their answers. Their answers were satisfying.

---

Field note of spoken cycle unit 2, February 4, 2012

The data above show that the students learnt the inputs enthusiastically. The data also show that the students could answer the comprehension questions successfully. It indicates that the inputs of this task were interesting and

comprehensible. Based on the whole data it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.42 and it is categorized as 'Agree'. It means that the activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen in the following excerpt.

- R :*Apakah rangkaian kegiatan pada Task 6 menarik?* (Was the procedure in Task 6 interesting?)  
Ss :*Menarik!* (Yes, it was.)  
R :*Mengapa?* (Why?)  
S4 :*Anu Miss...bisa mempraktikkan dialog...* (Err...we could practise the dialog, Miss.)  
R :*O...bisa berlatih berbicara gitu ya?* (So, you could practise speaking, right?)  
Ss :*Iya!* (That is right.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After a moment, the students started reading the dialog and then answering the comprehension questions in pairs. They looked enthusiastic to do it. Some minutes later, the researcher led them to check their answers. Next, the researcher led them to discuss what the dialog was about. After they already understood about what the dialog was about, they were asked to practise the dialog in pairs.

---

Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that the students did the activities of this task enthusiastically. It indicates that the procedure of this task was

interesting. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.65 and it is categorized as ‘Strongly Agree’. It means that they could do this task in the setting that had been determined (in pairs). The following interview excerpt supports the quantitative data.

R : *Apakah kalian bisa mengerjakan Task 6 secara berpasangan?* (Could you do Task 6 in pairs?)

Ss : *Bisa!* (Yes, we could.)

R : *Suka tidak bekerja berpasangan gitu?* (Did you like doing it in pairs?)

Ss : *Suka, Miss!* (Yes, we did.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the data above. It can be seen as follows.

The students had to work in pairs. ... After a moment, they started reading the dialog and then answering the comprehension questions in pairs. Some minutes later, the researcher led them to check their answers. Their answers were satisfying. ... After they already understood about what the dialog was about, they were asked to practise the dialog in pairs. ... They could do it well.

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Field note of spoken cycle unit 2, February 4, 2012

The field note above shows that the students could accomplish this task in the setting that had been determined (in pairs). It can be concluded that this component is appropriate.

- Learner Role

In relation to learner role, the quantitative data show that the mean value is 3.26 and it is categorized as ‘Agree’. It means that the students were active to do



the activities in this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 6?* (Were you active to do the activities in Task 6?)

Ss : *Iya, Miss!* (Yes, we were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the quantitative data and interview excerpt. It can be seen as follows.

After Task 5 was successfully finished, the students were asked to move on task 6. ... They started reading the dialog and then answering the comprehension questions in pairs. They looked enthusiastic to do it. ... After they already understood about what the dialog was about, they were asked to practise the dialog in pairs. ... The students were actively involved in doing this task.

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Field note of spoken cycle unit 2, February 4, 2012

Based on the data above, it can be seen that the students were actively involved in doing the activities of this task. They acted as active learners. It can be concluded that this component is appropriate.

- Teacher Role

In terms of the teacher role, the quantitative data show that the mean value is 3.32 and it is categorized as 'Agree'. It means that the teacher played a role which could help them to accomplish this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah guru membantu kalian dalam memahami dialog pada Task ini?* (Did the teacher help you to understand the materials in Task 6?)

Ss : *Membantu!* (Yes, she did.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the quantitative data and the interview results. It can be seen as follows.

The researcher walked round the class to observe the students. She also helped them when they found difficulties.

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Field note of spoken cycle unit 2, February 4, 2012

From the data above, it can be seen that the teacher (the researcher) acted as a facilitator. It was aimed to help the students in accomplishing this task. It can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that all of the components in this task are appropriate. The conclusion can be seen in the following table.

Table 4.69: **The analysis of the components of Task 6 in Unit 2**

Component	Analysis	Revision
<b>Goal</b> Task 6 could help the students to improve their speaking skills.	Appropriate	-
<b>Input</b> The inputs of Task 6 (the dialog and picture) were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 6 were interesting.	Appropriate	-
<b>Setting</b> The students could accomplish Task 6 in the setting that had been determined (in pairs).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 6. They acted as active learners.	Appropriate	-

<b>Teacher role.</b> The teacher played a role that could help the students to accomplish Task 6. She acted as a facilitator.	Appropriate	-
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g) Task 7

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.70: **The mean and category of Task 7 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	12	18	1	0	3.35	Agree
2	Input	7	21	3	0	3.13	Agree
3	Procedure	11	19	1	0	3.32	Agree
4	Setting	9	22	0	0	3.29	Agree
5	Learner role	16	13	2	0	3.45	Agree
6	Teacher role	18	13	0	0	3.58	Strongly Agree

To know whether this task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) Task Components Analysis

- Goal

The goal of Task 7 is to help the students to understand the expressions of like and dislike. The quantitative data show that the mean value is 3.35 (categorized as “Agree”). It means that this task could help the students to understand about the expression of like and dislike. The following interview excerpt supports the quantitative data.

R :*Apakah Task 7 membantu kalian dalam memahami ungkapan untuk menyatakan suka dan tidak suka?* (Did Task 7 help you in understanding the expressions of like and dislike?)

Ss :*Iya, Miss.* (Yes, it did, Miss.)

---

Interview transcript unit 2, February 7, 2012

The following field note also supports the data above. It can be seen as follows.

After Task 6 was successfully finished, the researcher asked the students to move on Task 7. This task was aimed to help the students to understand the expressions of like and dislike.

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Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that this task provided an explanation which was aimed to help the students in understanding the expressions of like and dislike. It can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.13 (categorized as 'Agree'). It means that input of this task (the explanation) was interesting and comprehensible. The field note supports the quantitative data.

It can be seen as follows.

In this task, the students worked individually to study the explanation about expressions of like and dislike. After a moment, she asked them about what they already learnt. Some of the students answered the researcher's questions.

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Field note of spoken cycle unit 2, February 4, 2012

The field note above shows that the students could answer the researcher's questions. It indicates that the input was comprehensible. Although the

quantitative data and the field note shows that this component is appropriate, the interview results show a different fact. It can be seen as follows.

- R : *Apakah penjelasan pada Task 7 menarik dan bisa dipahami?* (Was the explanation in Task 7 interesting and comprehensible?)  
S3 : *Hmm... ! Kurang, Miss.* (Uhh... No, it was not, Miss.)  
R : *Kurang gimana?* (What do you mean?)  
S3 : *Itu sulit dipahami.* (It was difficult to understand.)  
S5 : *Iya Miss yang subjek-subjek itu.* (Especially the grammatical rules.)  
R : *Oh, ya...terlalu rumit ya?* (I see. Was it too complex?)  
Ss : *Iya!* (Yes, it was.)
- 

Interview transcript unit 2, February 7, 2012

Since the interview results show that the input is too difficult to understand, it can be concluded that this component is inappropriate. The input had to be revised. The explanation in this task should be simplified.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.32 and it is categorized as ‘Agree’. It means that the activities in this task were interesting for the students. In another side, the interview results show a different fact. It shows that the students prefer to be explained earlier by the teacher. It can be seen as follows.

- R : *Apakah rangkaian kegiatan pada Task 7 menarik?* (Was the procedure in Task 7 interesting?)  
S4 : *Hmm....* (Uhh....)  
R : *Lha kok malah ‘hmm’ hayo?* (What do you mean?)  
S4 : *Hahaha...* (Hahaha....)  
R : *Apa lebih baik langsung dijelaskan gurunya saja?* (Was it better if the teacher explained earlier?)  
Ss : *Iya, Miss! Haha...* (Yes, it was, Miss.)
- 

Interview transcript unit 2, February 7, 2012

The following field note supports the quantitative data. It can be seen as follows.

In this task, the students worked individually to study the explanation about expressions of like and dislike. After a moment, the researcher asked them about what they already learnt. Some of the students answered the researcher's questions. Then, she explained briefly about the expressions of like and dislike. After that she gave some oral questions related to the explanation. They participated actively in answering the researcher's questions.

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Field note of spoken cycle unit 2, February 4, 2012

The field note above shows that the students could answer the researcher questions after they learnt and got explanation from the researcher. Since the interview results show a different fact, it can be concluded that this component is inappropriate. It had to be revised. The teacher should give the explanation earlier.

- Setting

In terms of setting, the quantitative data show that the mean value is 3.29 (categorized as 'Agree'). It means that the students could do this task in the setting that had been determined (individually). The following interview excerpt supports the quantitative data.

R :*Apakah kalian bisa mengerjakan Task ini secara sendiri- sendiri?* (Could you do this task individually?)

Ss :*Bisa, Miss.* (Yes, we could, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the data above. It can be seen in as follows.

In this task, the students worked individually to study the explanation about expressions of like and dislike. After a moment, the researcher asked them about

what they already learnt. Some of the students answered the researcher's questions.

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Field note of spoken cycle unit 2, February 4, 2012

From the data above, it can be seen that the students could do this task in the setting that had been determined (individually). Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

    In relation to learner role, the quantitative data show that the mean value is 3.45 and it is categorized as 'Agree'. It means that the students were active to do the activities in this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 7?* (Were you active to do the activities in Task 7?)

Ss : *Iya, Miss!* (Yes, we were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and interview excerpt. It can be seen as follows.

In this task, the students worked individually to study the explanation about expressions of like and dislike. After a moment, the researcher asked them about what they already learnt. Some of the students answered the researcher's questions. Then, she explained briefly about the expressions of like and dislike. After that she gave some oral questions related to the explanation. They participated actively in answering the researcher's questions.

---

Field note of spoken cycle unit 2, February 4, 2012

From the data above, it can be seen that in this task, the students participated actively. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of the teacher role, the quantitative data show that the mean value is 3.58 (categorized as ‘Strongly Agree’). It means that the teacher played a role which could help them to understand the materials in this task. The following interview excerpt supports the quantitative data.

R : *Apakah guru memberikan penjelasan mengenai materi pada Task ini secara jelas?* (Did the teacher give explanation about the materials in this task clearly?)

Ss : *Iya, Miss!* (Yes, she did, Miss.)

R : *Kalian bisa memahami penjelasan guru?* (Could you understand the teacher’s explanation?)

Ss : *Bisa!* (Yes, we could.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and the interview results.

It can be seen as follows.

Then, the researcher explained briefly about the expressions of like and dislike.

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Field note of spoken cycle unit 2, February 4, 2012

Based on the field note above, it can be seen that the teacher (the researcher) played a role as an informer. She gave explanation about the materials for the students. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that there are two components which are inappropriate. The conclusion can be seen in the following table.



Table 4.71: **The analysis of the components of Task 7 in Unit 2**

Component	Analysis	Revision
<b>Goal</b> Task 7 could help the students to understand the expressions like and dislike.	Appropriate	-
<b>Input</b> The input of Task 7 (the explanation) was interesting and comprehensible.	Inappropriate	The explanation should be simplified.
<b>Procedure</b> The activities in Task 7 were interesting.	Inappropriate	The teacher should give the explanation earlier.
<b>Setting</b> The students could do Task 7 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved to do the activities in Task 7. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students to understand the materials in Task 7. She acted as an informer.	Appropriate	-

h) Task 8

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.72: **The mean and category of Task 8 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	15	14	2	0	3.42	Agree
2	Input	14	17	0	0	3.45	Agree

3	Procedure	17	13	1	0	3.52	Agree
4	Setting	18	13	0	0	3.58	Strongly Agree
5	Learner role	14	16	1	0	3.42	Agree
6	Teacher role	12	19	0	0	3.39	Agree

To know whether this task is appropriate or not, the task components were analyzed.

It can be seen as follows.

#### (1) Task Components Analysis

- Goal

The goal of Task 8 is to improve students' speaking skills. The quantitative data show that the mean value is 3.42 and it is categorized as "Agree". It means that this task could help the students to improve their speaking skills. The following interview excerpt supports the quantitative data.

R :*Lanjut ke Task 8 ya...* (Let us move on to Task 8.)

Ss :*Ya, Miss!* (OK, Miss.)

R :*Kemarin di Task ini kalian bermain apa hayo?* (What game did you play in this task?)

S3 :*Anu... Survey game!.* (Err... Survey Game.)

R :*Nah... Apakah Task 8 bisa meningkatkan kemampuan berbicara kalian?* (All right. Could Task 8 improve your speaking skills?)

Ss :*Bisa!* (Yes, it could.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative and the interview data. It can be seen as follows.

Next, the researcher led the students to move on Task 8. This task was aimed to improve the students' speaking skills. In this task, they would play 'Survey Game'. ... This task was successfully done.

---

Field note of spoken cycle unit 2, February 4, 2012

The field note above shows that this task provided a speaking practice. The students were required to be able to speak in English by playing the Survey game. It can be concluded that this component is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.45 and it is categorized as 'Agree'. It means that the inputs of this task (the pictured dialog and the pictures) were interesting and comprehensible. The following interview excerpt supports the quantitative data.

- R : *Apakah dialog bergambar pada Task 8 menarik dan bisa dipahami?* (Was the pictured dialog in Task 8 interesting and comprehensible?)  
S4 : *Sangat menarik, Miss!* (It was very interesting, Miss.)  
R : *Bisa dipahami?* (Was it comprehensible?)  
Ss : *Bisa!* (Yes, it was.)  
R : *Gambar-gambarnya menarik tidak?* (Were the pictures comprehensible?)  
Ss : *Menarik!* (Yes, they were.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative and the interview results. It can be seen as follows.

The researcher asked the students to read the pictured dialog. They looked enthusiastic to learn it. Then, she asked them what the dialog was about. They could answer the questions.

---

Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that the students were enthusiastic in learning the input. The data also show that they could answer the researcher's questions about the input. It indicates that the input was interesting

and comprehensible. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.52 (categorized as 'Agree'). It means that the activities in this task were interesting for the students. The following interview excerpt supports the quantitative data.

- R :*Apakah rangkaian kegiatan pada Task 8 menarik, Hesti?* (Were the activities in Task 8 interesting, Hesti?)  
S4 :*Sangat menarik!* (Those were very interesting.)  
R :*Menurut Fendi?* (What do you think, Fendi?)  
S2 :*Menarik, Miss!* (It was interesting, Miss.)  
R :*Senang tidak dengan permainan pada Task ini?* (Did you like the game in this Task?)  
S2 :*Senang!* (Yes, we did.)

---

Interview transcript unit 2, February 7, 2012

The following field note supports the quantitative and interview results. It can be seen as follows.

When the researcher told the students that in this task they would play a game, they were very happy. In this task, they would play 'Survey Game'. Before the game was begun, the researcher explained the rules of the game. She asked them to read the pictured dialog. They looked enthusiastic to learn it. Then, she asked them what the dialog was about. They could answer the questions. She also gave examples how to play the game. After they already understood about what they had to do, she asked them to start the game. ... This task was successfully done.

---

Field note of spoken cycle unit 2, February 4, 2012

The data above show that the students were enthusiastic to do the activities in this task. It indicates that the procedure was interesting. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In terms of the setting, the quantitative data show that the mean value is 3.58 and it is categorized as ‘Strongly Agree’. It means that they could do this task in the setting that had been determined (in whole class). The following interview excerpt supports the quantitative data.

R :*Apakah kalian bisa bermain game pada task ini secara menyeluruh, bersama- sama teman sekelas?* (Could you play the game of this task in whole class?)

Ss :*Bisa.* (Yes, we could.)

R :*Suka nggak kerja bareng- bareng gitu?* (Did you like doing this task in whole class?)

Ss :*Iya, Miss!* (Yes, we did, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the quantitative data and the interview excerpt above. It can be seen as follows.

In this task, the students had to work in whole class. ... This task was successfully done.

---

Field note of spoken cycle unit 2, February 4, 2012

The field note above shows that the students could accomplish this task in the setting that had been determined (in whole class). Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

˘ In terms of the learner role, the quantitative data show that the mean value is 3.42 and it is categorized as ‘Agree’. It means that the students were active to do the activities in this task. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian aktif dalam melakukan kegiatan- kegiatan pada Task8?*  
(Were you active to do the activities in this task?)  
Ss :*Iya, Miss!* (Yes, we were.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and interview results. It can be seen as follows.

The researcher asked the students to read the pictured dialog. They looked enthusiastic to learn it. ... After they already understood about what they had to do, she asked them to start the game. They were actively involved in playing this game. They walked round the class and did a class survey.

---

Field note of spoken cycle unit 2, February 4, 2012

The data above shows that the students were actively involved in doing this task. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of the teacher role, the quantitative data show that the mean value is 3.39 and it is categorized as 'Agree'. It means that the teacher played a role which could help them to do this task. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)  
Ss :*Iya, Miss!* (Yes, she did, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the quantitative data and the interview results. It can be seen as follows.

The researcher also walked round the class to observe them. If she heard students who did not speak in English, she reminded them by saying “*In English, please...*”. She also helped the students who had difficulties.

---

Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that the teacher (the researcher) acted as a facilitator. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the analysis, it can be concluded that the six components of this task are appropriate. The conclusion can be seen in the following table.

Table 4.73: **The analysis of the components of Task 8 in Unit 2**

Component	Analysis	Revision
<b>Goal</b> Task 8 could help the students to improve their speaking skills.	Appropriate	-
<b>Input</b> The input of Task 8 was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 8 were interesting.	Appropriate	-
<b>Setting</b> The students could do task 8 in the setting that had been determined (in whole class).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 8.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students to do Task 8.	Appropriate	-

i) Task 9

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.74: **The mean and category of Task 9 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	9	19	2	0	3.16	Agree
2	Input	13	17	1	0	3.39	Agree
3	Procedure	11	18	2	0	3.29	Agree
4	Setting	17	14	0	0	3.55	Strongly Agree
5	Learner role	8	22	1	0	3.23	Agree
6	Teacher role	11	19	1	0	3.32	Agree

To know whether this task is appropriate or not, the task components were analyzed.

The detailed analysis can be seen as follows.

(1) Task Components Analysis

- Goal

The goal of Task 9 is to improve students' speaking skills. The mean value for this component is 3.16 and it is categorized as "Agree". It means that this task could help the students to improve their speaking skills. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Task 9 ya... Apakah Task 9 bisa meningkatkan kemampuan kalian dalam berbicara?* (Let us continue to Task 9. Could Task 9 improve your speaking skills?)

Ss : *Bisa!* (Yes, it could.)

R : *Menurut kamu gimana Agnes?* (What do you think, Agnes?)

S3 : *Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 2, February 7, 2012



The field note also supports the other two data. It can be seen as follows.

Then, the researcher asked the students to move on Task 9. This task was aimed to improve the students' speaking skills. In this task, they were given a dialog. They read the dialog and then answered the comprehension questions in pairs. ... After a moment, she asked the students to practise the dialog in pairs. ... They could accomplish this task successfully.

---

Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that this task provided a speaking practice. The students learnt an input text (the dialog) and then practiced the dialog. The data also show that they could do it successfully. It can be concluded that this component is appropriate.

- Input

The mean value for this component is 3.39 and it is categorized as 'Agree'. It means that the input of this task (the pictured dialog) was interesting and comprehensible for the students. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Apakah dialog bergambar pada Task 9 menarik?* (Was the pictured dialog in Task 9 interesting?)

Ss : *Ya!* (Yes, it was.)

R : *Menurut kamu bagaimana, Fan?*

S1 : *Menarik.* (It was interesting.)

R : *Bisa dipahami?* (Was it comprehensible?)

S1 : *Bisa!* (Yes, it was.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results were supported by the field note. It can be seen as follows.

In this task, the students were given a dialog. They read the dialog and then answered the comprehension questions in pairs. They did it enthusiastically. After they finished reading the dialog and answering the questions, the researcher led them to check their answers. Their answers were satisfying.

---

Field note of spoken cycle unit 2, February 4, 2012

From the data above, it can be seen that the students learnt the input enthusiastically. They could answer the comprehension questions. It indicates that the input was interesting and comprehensible. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Procedure

The mean value for this component is 3.29 and it is categorized as 'Agree'. It means that the activities in this task were interesting for the students.

The interview results support the quantitative data. It can be seen as follows.

R : *Apakah rangkaian kegiatan pada Task 9 menarik?* (Were the activities in Task 9 interesting?)

Ss : *Ya, Miss!* (Yes, they were, Miss.)

R : *Suka tidak?* (Did you like it?)

Ss : *Suka!* (Yes, we did.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results were supported by the following field note.

In this task, the students were given a dialog. They read the dialog and then answered the comprehension questions in pairs. They did it enthusiastically. After they finished reading the dialog and answering the questions, the researcher led them to check their answers. After that, the researcher led them to discuss what the dialog was about. She gave the explanation about the dialog. Then, she read the dialog sentence by sentence and the students were asked to repeat after her. After a moment, she asked the students to practise the dialog in pairs. ... They did the activities enthusiastically.

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Field note of spoken cycle unit 2, February 4, 2012

The data above show that the students did the activities of this task enthusiastically. It indicates that the procedure of this task was interesting. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In terms of setting, the quantitative data show that the mean value is 3.55 and it is categorized as 'Strongly Agree'. It means that they could do this task in the setting that had been determined (in pairs). The following interview excerpt supports the quantitative data.

R :*Apakah kalian bisa mengerjakan Task ini secara berpasangan?* (Could you do this task in pairs?)

Ss :*Bisa, Miss!* (Yes, we could, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative and interview results. It can be seen as follows.

The students read the dialog and then answered the comprehension questions in pairs. ... After a moment, she asked the students to practise the dialog in pairs. ... They could accomplish this task successfully.

---

Field note of spoken cycle unit 2, February 4, 2012

The data above show that the students could accomplish this task in the setting that had been determined (in pairs). It can be concluded that this component is appropriate.

- Learner Role

In terms of the learner role, the quantitative data show that the mean value is 3.23 and it is categorized as 'Agree'. The interview results support the quantitative data. It can be seen as follows.

- R : *Apakah kalian aktif dalam melakukan kegiatan pada Task ini?* (Were you active to do the activities in this Task?)  
 Ss : *Iya!* (Yes, we were.)  
 R : *Apa yang kalian lakukan saat kalian mengalami kesulitan?* (What did you do when you found difficulties?)  
 S4 : *Bertanya pada guru atau teman, Miss.* (Asking to the teacher or friends, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the other two data. It can be seen as follows.

In this task, the students were given a dialog. They read the dialog and then answered the comprehension questions in pairs. They did it enthusiastically. ... After a moment, the researcher asked the students to practise the dialog in pairs. ... They did the activities enthusiastically. They could accomplish this task successfully.

---

Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that the learners were actively involved in doing this task. They learnt and practiced the dialog enthusiastically. It can be concluded that this component is appropriate.

- Teacher Role

In terms of the teacher role, the quantitative data show that the mean value is 3.32 and it is categorized as 'Agree'. It means that the teacher played roles which could help them to accomplish this task. The following interview excerpt supports the quantitative data.

- R : *Apakah guru memberikan penjelasan secara jelas mengenai materi pada Task 9?* (Did the teacher explain the materials in Task 9 clearly?)  
 Ss : *Iya!* (Yes, she did.)  
 R : *Apakah guru membantu kalian jika kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)  
 Ss : *Iya, Miss.* (Yes, she did, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and the interview excerpt above. It can be seen as follows.

After that, the researcher led the students to discuss what the dialog was about. She gave the explanation about the dialog. Then, she read the dialog sentence by sentence and the students were asked to repeat after her. After a moment, she asked the students to practise the dialog in pairs. When they practiced the dialog, the researcher observed them and helped the students who had difficulties.

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Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that the teacher 9the researcher) acted as an informer and a facilitator. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the analysis, it can be concluded that the six components of this task are appropriate. The conclusion can be seen in the following table.

**Table 4.75: The analysis of the components of Task 9 in Unit 2**

Component	Analysis	Revision
<b>Goal</b> Task 9 could help the students to improve their speaking skills.	Appropriate	-
<b>Input</b> The input of Task 9 (the pictured dialog) was interesting and comprehensible.	Appropriate	-

<b>Procedure</b> The activities in Task 9 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 9 in the setting that had been determined (in pairs).	Appropriate	-
<b>Learner role</b> The students were actively involved to do the activities in Task 9.	Appropriate	-
<b>Teacher role.</b> The teacher played roles that could help the students to accomplish Task 9.	Appropriate	-

j) Task 10

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.76: **The mean and category of Task 10 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	11	18	2	0	3.29	Agree
2	Input	15	16	0	0	3.48	Agree
3	Procedure	13	18	0	0	3.42	Agree
4	Setting	6	24	1	0	3.16	Agree
5	Learner role	8	21	2	0	3.19	Agree
6	Teacher role	13	17	1	0	3.39	Agree

The components of this task were analyzed to know whether this task is appropriate or not. The analysis is given as follows.

### (1) Task Components Analysis

- Goal

The goal of Task 10 is to help the students to improve their speaking skills. The quantitative data show that the mean value for this component is 3.29 and it is categorized as “Agree”. It means that this task could help the students to improve their speaking skills. The following interview excerpt supports the quantitative data.

R :*Apakah Task 10 bisa membantu membantu meningkatkan kemampuan berbicara kalian?* (Could Task 10 help you to improve your speaking skills?)  
Ss :*Bisa, Miss!* (Yes, it could, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative and interview data. It can be seen as follows.

After Task 9 was successfully done, the researcher asked the students to move on Task 10. This task was aimed to improve the students’ speaking skills. ... Next, they worked in pairs to complete the incomplete dialogs based on the pictures. They did it enthusiastically. Some minutes later, she led them to check their answers. ... After that, they were asked to practise the dialogs in pairs. ... This task was successfully done.

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Field note of spoken cycle unit 2, February 4, 2012

Based on the data above, it can be seen that this task provided a speaking practice. The students could complete the incomplete dialogs and practise it. It can be concluded that this component is appropriate.

- Input

The mean value of this component is 3.48 and it is categorized as ‘Agree’.

It means that the input of this task was interesting and comprehensible for the students. The following interview excerpt supports the quantitative data.

- R :*Apakah penjelasan pada Task 10 menarik dan bisa dipahami?* (Was the explanation in Task 10 interesting and comprehensible?)  
 Ss :*Menarik, Miss!* (It was interesting, Miss.)  
 R :*Bisa dipahami?*(Was it comprehensible?)  
 Ss :*Bisa.* (It could be understood.)  
 R :*Kalau dialog- dialog dan gambar- gambarnya itu gimana?* (How about the dialogs and the pictures?)  
 Ss :*Menarik, Miss.* (Those were interesting, Miss.)  
 R :*Bisa dipahami?* (Were they comprehensible?)  
 Ss :*Bisa!* (Yes, they were.)

---

Interview transcript unit 2, February 7, 2012

The following field note also supports the other two data.

The students studied the explanation in this task. ... Next, they worked in pairs to complete the incomplete dialogs based on the pictures. They did it enthusiastically. Some minutes later, the researcher led them to check their answers. Most of the students could complete the dialogs correctly.

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Field note of spoken cycle unit 2, February 4, 2012

The data above show that the students were enthusiastic to learn the inputs. They could complete the dialogs successfully. It indicates that the inputs of this task were interesting and comprehensible. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.



- Procedure

The quantitative data show that the mean value for this component is 3.42 (categorized as 'Agree'). It means that the activities in this task were interesting for the students. The following interview excerpt supports the quantitative data.

R :*Apakah rangkaian kegiatan pada Task 10 menarik?* (Were the activities in Task 10 interesting?)

Ss :*Ya, Miss!* (Yes, they were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the other two data. It can be seen as follows.

The students studied the explanation in this task. ... Next, they worked in pairs to complete the incomplete dialogs based on the pictures. They did it enthusiastically. Some minutes later, the researcher led them to check their answers. ... After that, they were asked to practise the dialogs in pairs.

---

Field note of spoken cycle unit 2, February 4, 2012

From the data above, it can be seen that the students did the activities in this task enthusiastically. It indicates that the procedure of this task was interesting. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.16 and it is categorized as 'Agree'. It means that they could do this task in the setting that had been determined (in pairs). The following interview excerpt supports the quantitative data.

R :*Apakah kalian bisa mengerjakan Task 10 secara berpasangan?* (Could you do Task 10 in pairs?)  
Ss :*Bisa Miss!* (Yes, we could, Miss.)  
R :*Kesulitan tidak?* (Was it difficult?)  
Ss :*Tidak, Miss.* (No, it was not, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the other two data. It can be seen as follows.

In this task, the students had to work in pairs. ... This task was successfully done.  
Field note of spoken cycle unit 2, February 4, 2012

The field note above shows that the students could accomplish this task in the setting that had been determined (in pairs). It can be concluded that this component is appropriate.

- Learner Role

The mean value for this component is 3.19 and it is categorized as 'Agree'. It means that the students were active to do the activities in this task. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 10?* (Were you active to do the activities in Task 10?)  
Ss :*Iya, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and interview results are supported by the field note. It can be seen as follows.

Next, the students worked in pairs to complete the incomplete dialogs based on the pictures. They did it enthusiastically. ... Then, the researcher led them to discuss what the dialogs were about. After that, they were asked to practise the dialogs in pairs. The students were involved actively in doing this activity.

---

Field note of spoken cycle unit 2, February 4, 2012

The data above show that the students were actively involved in doing this task. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

The mean value for this component is 3.39 and it is categorized as 'Agree'. It means that the teacher played roles which could help them to accomplish this task. The interview results support the quantitative data. It can be seen in the following excerpt.

- R : *Apakah guru membantu kalian dalam memahami materi pada Task 10?* (Did the teacher help you in understanding the materials in Task 10?)  
Ss : *Iya, Miss!* (Yes, she did.)  
R : *Apakah guru memberikan instruksi yang jelas?* (Did the teacher give the instructions clearly?)  
Ss : *Iya!* (Yes, she did.)  
R : *Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)  
Ss : *Membantu, Miss!* (Yes, she did, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and the interview results. It can be seen as follows.

Then, the researcher gave a detailed explanation and examples. ... Then, the researcher led the students to discuss what the dialogs were about. After that, they were asked to practise the dialogs in pairs. When they practised the dialogs, the researcher observed and helped them.

---

Field note of spoken cycle unit 2, February 4, 2012

The field note above shows that the teacher acted as a facilitator and an observer. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the analysis, it can be concluded that all of the components of this task are appropriate. The conclusion can be seen in the following table.

**Table 4.77: The analysis of the components of Task 10 in Unit 2**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 10 could help the students to improve their speaking skills.	Appropriate	-
<b>Input</b> The inputs of Task 10 were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 10 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 10 in pairs.	Appropriate	-
<b>Learner role</b> The students were actively involved to do the activities in Task 10.	Appropriate	-
<b>Teacher role.</b> The teacher played roles that could help the students to accomplish Task 10.	Appropriate	-

## k) Task 11

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.78: **The mean and category of Task 11 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	14	16	1	0	3.42	Agree
2	Input	12	18	1	0	3.35	Agree
3	Procedure	9	22	0	0	3.29	Agree
4	Setting	11	19	1	0	3.32	Agree
5	Learner role	10	19	2	0	3.26	Agree
6	Teacher role	14	17	0	0	3.45	Agree

To know whether this task is appropriate or not, the components of this task were analyzed. The detailed analysis

(1) Task Components Analysis

- Goal

The goal of Task 11 is to improve the students' speaking skills. The quantitative data show that the mean value for this component is 3.42 and it is categorized as "Agree". It means that this task could help the students to improve their speaking skills. The following interview excerpt supports the data.

R :*Apakah Task 11 bisa membantu kalian dalam meningkatkan kemampuan berbicara?* (Could Task 12 help you to improve your speaking skills?)

Ss :*Bisa, Miss.* (Yes, it could, Miss.)

R :*Menurut kamu gimana, Nindi?* (What do you think, Nindi?)

S5 :*Bisa, Miss.* (It could help me to improve my speaking skills, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative and interview data. It can be seen as follows.

After Task 10 was done successfully, the researcher asked the students to move on Task 11. This task was aimed to improve the students' speaking skills. ...

They started to do the role plays. In this activity, a student had to pretend to ask for certain food or drink, then her/his partner had to give the picture of the food or drink requested by his/her partner. ... This task was successfully done.

---

Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that this task provided a speaking practice. The students could improve their speaking skills by doing role-plays activity. Based on the whole data it can be concluded that this component is appropriate.

- Input

The quantitative data show that the mean value of this component is 3.35 and it is categorized as 'Agree'. It means that the inputs of this task (the pictures) were interesting and comprehensible. The following interview excerpt supports the quantitative data.

R :*Apakah gambar- gambar pada Task 11 menarik?* (Were the pictures in Task 11 interesting?)

S4 :*Sangat menarik.* (They were very interesting.)

R :*Apakah bisa dipahami? Menurut kamu gimana, Hesti?* (Were they comprehensible? What do you think, Hesti?)

S4 :*Bisa dipahami!* (They were comprehensible.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the other two data. It can be seen as follows.

After the students quite understood what they should do, the researcher gave them four pieces of pictures for each pair of students. The pictures were aimed to help them in doing the role-plays. They started to do the role plays. In this activity, a student had to pretend to ask for certain food or drink, then her/his partner had to give the picture of the food or drink requested by his/her partner. They did it enthusiastically. ... This task was successfully done.

---

Field note of spoken cycle unit 2, February 4, 2012

From the field note above, it can be seen that the inputs of this task (the pictures) were interesting and comprehensible. The students were enthusiastic to learn it. They could use it for the role-plays successfully. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

The mean value for this component is 3.29 and it is categorized as 'Agree'. It means that the activities in this task were interesting. It also could be accomplished by the students. The following interview excerpt supports the quantitative data.

- R :*Apakah rangkaian kegiatan pada Task 11 menarik?* (Were the activities in Task 11 interesting?)  
Ss :*Iya, Miss!* (Yes, it was, Miss.)  
R :*Menurut kamu gimana, Fani?* (What do you think, Fani?)  
S1 :*Menarik!* (It was interesting.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the quantitative data and interview excerpt above. It can be seen as follows.

After the students quite understood what they should do, the researcher gave them four pieces of pictures for each pair of students. The pictures were aimed to help them in doing the role-plays. They started to do the role plays. In this activity, a student had to pretend to ask for certain food or drink, then her/his partner had to give the picture of the food or drink requested by his/her partner. They did it enthusiastically.

---

Field note of spoken cycle unit 2, February 4, 2012

The data above show that the students did the activities in this task enthusiastically. It indicates that the procedure of this task was interesting for the

students. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.32 (categorized as 'Agree'). It means that they could do this task in the setting that had been determined (in pairs). The following interview excerpt supports the quantitative data.

R :*Apakah kalian bisa mengerjakan Task ini secara berpasangan?* (Could you do this task in pairs?)

Ss :*Bisa, Miss.* (Yes, we did, Miss.)

R :*Kesulitan apa tidak bekerjasama dengan pasanganmu?* (Was it difficult to work with your partners?)

Ss :*Tidak, Miss.* (No, it was not.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and interview results are supported by the field note. It can be seen as follows.

After Task 10 was done successfully, the researcher asked the students to move on Task 11. This task was aimed to improve the students' speaking skills. They had to work in pairs. In this task, they did role-play activities. ... This task was successfully done.

---

Field note of spoken cycle unit 2, February 4, 2012

The field note above shows that the students could accomplish this task in the setting that had been determined (in pairs). It can be concluded that this component is appropriate.



- Learner Role

The mean value for this component is 3.26 and it is categorized as 'Agree'. It means that they were actively involved to do the activities in this task. The interview results support the quantitative data. It can be seen in the following excerpt.

- R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 11?* (Were you active to do the activities in Task 11?)  
Ss : *Iya, Miss!* (Yes, we did, Miss.)  
R : *Apakah kalian bertanya pada guru jika kalian mengalami kesulitan?* (Did you ask to your teacher if you found difficulties?)  
Ss : *Iya!* (Yes, we did.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the quantitative data and interview results. It can be seen as follows.

After the students quite understood what they should do, the researcher gave them four pieces of pictures for each pair of students. The pictures were aimed to help them in doing the role-plays. They started to do the role plays. In this activity, a student had to pretend to ask for certain food or drink, then her/his partner had to give the picture of the food or drink requested by his/her partner. They did it enthusiastically.

---

Field note of spoken cycle unit 2, February 4, 2012

The data above show that the students were active to do the role-play activity in this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

The mean value for this component is 3.45 and it is categorized as 'Agree'. It means that the teacher played roles which could help them to do this

task. The interview results support the quantitative data. It can be seen in the following excerpt.

- R :*Apakah guru memberikan perintah secara jelas?* (Did the teacher give the instructions clearly?)  
 Ss :*Iya, Miss.* (Yes, she did, Miss.)  
 R :*Apakah guru memantau kalian saat kalian bermain peran dengan teman kalian?*(Did the teacher observe you when you did the role-play activity?  
 Ss :*Iya, Miss.* (Yes, she did, Miss.)  
 R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam melakukan kegiatan pada task ini?* (Did the teacher help you when you found difficulties in doing the activities in this task?)  
 Ss :*Iya!* (Yes, she did.)

---

Interview transcript unit 2, February 7, 2012

The field data also supports the other two data. It can be seen as follows.

Because there was not example in this task, there were many students who did not know what they should do. As a consequence, the researcher gave a detailed explanation and examples. ... They started to do the role plays. ... The researcher walked round the class to observe and help them.

---

Field note of spoken cycle unit 2, February 4, 2012

The field note above shows that the teacher acted as a facilitator and an observer. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the analysis, it can be concluded that the components of this task are appropriate. The conclusion can be seen in the following table.

**Table 4.79: The analysis of the components of Task 11 in Unit 2**

Component	Analysis	Revision
<b>Goal</b> Task 11 could help the students to improve their speaking skills.	Appropriate	-

<b>Input</b> The inputs of Task 11 (the pictures) were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 11 were interesting.	Appropriate	-
<b>Setting</b> The students could do task 11 in the setting that had been determined (in pairs).	Appropriate	-
<b>Learner role</b> The students were actively involved to do the activities in Task 11.	Appropriate	-
<b>Teacher role.</b> The teacher played roles that could help the students to accomplish Task 11.	Appropriate	-

#### 1) Task 12

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.80: **The mean and category of Task 12 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	16	14	1	0	3.48	Agree
2	Input	13	18	0	0	3.42	Agree
3	Procedure	14	15	2	0	3.39	Agree
4	Setting	9	20	2	0	3.23	Agree
5	Learner role	11	19	1	0	3.32	Agree
6	Teacher role	12	18	1	0	3.35	Agree

To know whether this task is appropriate or not, the components of this task were analyzed. The detailed analysis can be seen as follows.

### (1) Task Components Analysis

- Goal

The goal of Task 12 is to improve the students' reading skills. The mean value for this component is 3.42 and it is categorized as "Agree". It means that this task could help the students to improve their reading skills. The interview results support the quantitative data. It can be seen in the following excerpt.

- R :*Apakah Task 12 bisa membantu kalian dalam meningkatkan kemampuan membaca?* (Could Task 12 help you to improve your reading skills?)  
Ss :*Iya, Miss.* (Yes, it could, Miss.)  
R :*Menurutmu gimana, Hesti?* (What do you think, Hesti?)  
Ss :*Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative and interview data. It can be seen as follows.

Then, the researcher asked the students to move on Task 12. This task was aimed to improve the students' reading skills. In this task, they were given a pictured descriptive text. They had to read it then tick the pictures of food and drink preferred by Mr. Jack (the man in the text). ... Some minutes later, the researcher led them to check their answers together. Their answers were satisfying.

---

Field note of written cycle unit 2, February 7, 2012

From the field note above, it can be seen that this task provided a reading practice for the students. They read a pictured descriptive text and then did the comprehension exercise. The data also show that their answers were satisfying. It indicates that this task could help the students to improve their reading skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

The mean value for this component is 3.42 and it is categorized as 'Agree'. It means that the input of this task (the pictured descriptive text) was interesting and comprehensible for the students. The interview data support the quantitative data. It can be seen in the following excerpt.

- R :*Apakah teks deskriptif bergambar dan gambar- gambar pada Task 13 menarik?* (Were the pictured descriptive text and the pictures in Task 13 interesting?)  
 Ss :*Ya!* (Yes, they were.)  
 R :*Bisa dipahami tidak, Fani?* (Were they comprehensible, Fani?)  
 S1 :*Bisa dipahami, Miss.* (They were comprehensible, Miss.)  
 R :*Menarik tidak, Hesti?* (Were they interesting, Hesti?)  
 S4 :*Sangat menarik, Miss.* (They were very interesting, Miss.)  
 R :*Mengapa?* (Why?)  
 S4 :*Karena...anu...gambarnya warna- warni dan makananya bermacam- macam.* (Because...err...the pictures were colorful and there were various kinds of food.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative and interview data. It can be seen as follows.

In this task, the students were given a pictured descriptive text. They had to read it then tick the pictures of food and drink preferred by Mr.Jack (the man in the text). They looked enthusiastic to read the text. Some minutes later, the researcher led them to check their answers together. Their answers were satisfying.

---

Field note of written cycle unit 2, February 7, 2012

From the field note above, it can be seen that the students were enthusiastic in reading the input. The data also show that they could do the comprehension exercise successfully. It indicates that the input of this task was

interesting and comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

The quantitative data show that the mean value for this component is 3.39 and it is categorized as 'Agree'. It means that the activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen in the following excerpt.

- R :*Apakah rangkaian kegiatan pada Task 12 menarik?* (Were the activities in Task 12 interesting?)  
Ss :*Iya!* (Yes, they were.)  
R :*Menurut kamu bagaimana, Tin?* (What do you think, Tin?)  
S6 :*Menarik, Miss.* (It was interesting, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative data and interview results. It can be seen as follows.

In this task, the students were given a pictured descriptive text. They had to read it then tick the pictures of food and drink preferred by Mr. Jack (the man in the text). They looked enthusiastic to read the text. Some minutes later, the researcher led them to check their answers together. In this task, the students participated actively.

---

Field note of written cycle unit 2, February 7, 2012

The data above show that the students did the activities of this task enthusiastically. It indicates that the procedure of this task was interesting. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

The mean value for this component is 3.23 and it is categorized as ‘Agree’. It means that they could do this task in the setting that had been determined (individually). The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Kalian bisa tidak mengerjakan task ini secara sendiri- sendiri?* (Could you do this task individually?)  
 Ss :*Bisa!* (Yes, we could.)  
 R :*Gimana Fendi, bisa tidak?* (Could you do it individually, Fendi?)  
 S2 :*Bisa, Miss.* (Yes, I could, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note data supports the other two data. It can be seen as follows.

Then, the researcher asked the students to move on Task 12. In this task, the students had to work individually. In this task, they were given a pictured descriptive text. They had to read it then tick the pictures of food and drink preferred by Mr.Jack (the man in the text). Some minutes later, the researcher led them to check their answers together. Their answers were satisfying.

---

Field note of written cycle unit 2, February 7, 2012

From the data above, it can be seen that the setudents could accomplish this task in the setting that had been determined (individually). It can be concluded that this component is appropriate.

- Learner Role

In terms of the learner role, the quantitative data show that the mean value of this component is 3.32 (categorized as ‘Agree’). It means that students were actively involved to do the activities in this task. The interview results support the quantitative data. It can be seen in the following excerpt.

- R :*Apakah kalian aktif dalam melakukan kegiatan pada task 12?* (Were you active to do the activities in Task 12?)  
 Ss : *Ya, Miss!* (Yes, we were, Miss.)  
 R :*Apakah kalian bertanya pada guru atau teman kalian jika kalian mengalami kesulitan?* (Did you ask to the teacher or your friends when you had difficulties?)  
 Ss :*Iya!* (Yes, we did.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and interview results are supported by the field note.

It can be seen as follows.

Then, the researcher asked the students to move on Task 12. ... In this task, the students participated actively.

---

Field note of written cycle unit 2, February 7, 2012

The field note above shows that the students were actively involved in doing Task 12. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of the teacher role, the quantitative data show that the mean value is 3.35 and it is categorized as 'Agree'. It means that the teacher played roles which could help the students to accomplish this task. The following interview excerpt supports the quantitative data.

- R :*Apakah guru membantu kalian saat mengalami kesulitan dalam mengerjakan task ini?* (Did the teacher help you when you found difficulties in doing the activity in this task?)  
 Ss :*Iya!* (Yes, she did.)  
 R :*Apakah guru membantu kalian dalam memahami teks pada task ini?* (Did the teacher help you to understand the text in this task?)  
 Ss :*Iya, Miss.* (Yes, she did, Miss.)

---

Interview transcript unit 2, February 7, 2012



The field note supports the data above. It can be seen as follows.

The researcher walked round the class to help the students who had difficulties. Some minutes later, the researcher led them to check their answers together. Their answers were satisfying. Then, she explained what the text was about.

---

Field note of written cycle unit 2, February 7, 2012

The data above show that the teacher acted as a facilitator and an informer. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the analysis, it can be concluded that the components of this task are appropriate. It can be concluded in the following table.

Table 4.81: **The analysis of the components of Task 12 in Unit 2**

Component	Analysis	Revision
<b>Goal</b> Task 12 could help the students to improve their reading skills.	Appropriate	-
<b>Input</b> The inputs of Task 12 (the pictured descriptive text and the pictures) were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 12 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 12 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved to do the activities in Task 12.	Appropriate	-
<b>Teacher role.</b> The teacher played roles that could help the students to accomplish Task 12.	Appropriate	-

m) Task 13

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.82: **The mean and category of Task 13 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	12	19	0	0	3.39	Agree
2	Input	9	20	2	0	3.23	Agree
3	Procedure	7	23	1	0	3.19	Agree
4	Setting	12	19	0	0	3.39	Agree
5	Learner role	11	19	1	0	3.32	Agree
6	Teacher role	16	14	1	0	3.48	Agree

To know whether this task is appropriate or not, the six components of this task were analyzed. The detailed analysis on the components is given as follows.

(1) Task Components Analysis

- Goal

The goal of Task 13 is to improve the students' reading skills. The mean value for this component is 3.39 (categorized as "Agree"). It means that this task could help the students to improve their reading skills. The following interview excerpt supports the quantitative data.

R :*Apakah task 13 bisa membantu kalian dalam meningkatkan kemampuan membaca?* (Could Task 13s help you to improve your reading skills?)

Ss :*Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and interview results are supported by the field note.

It can be seen as follows.

Then, the researcher led the students to move on task 13. This task was aimed to improve the students' reading skills. The students identified five sentences based on the pictured descriptive text that they had read. ... Some minutes later, the researcher led them to check their answers together. Their answers were satisfying.

---

Field note of written cycle unit 2, February 7, 2012

From the field note above, it can be seen that this task provided a reading practice. The students identified some sentences based on the text they read. The data also show that they could do this reading practice successfully. It indicates that this task could help the students to improve their reading skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In terms of input, the quantitative data show that the mean value is 3.23 and it is categorized as 'Agree'. It means that the input of this task was interesting and comprehensible. The interview data support the quantitative data. It can be seen as follows.

R :*Apakah kalimat- kalimat pernyataan pada Task 13 menarik?* (Were the statements in Task 13 interesting?)

Ss :*Iya, Miss!* (Yes, they were, Miss.)

R :*Menurutmu gimana Nin, bisa dipahami tidak?* (What do you think, Nin? Were they comprehensible?)

S5 :*Bisa, Miss.* (Yes, they were, Miss.)

R :*Menarik tidak, Hesti?* (Were they interesting, Hesti?)

S4 :*Menarik.* (They were very interesting.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the other two data. It can be seen as follows.

The students identified five sentences based on the pictured descriptive text that they had read. They were enthusiastic to do it. Some minutes later, the researcher led them to check their answers together. Their answers were satisfying.

---

Field note of written cycle unit 2, February 7, 2012

The data above show that the students learnt the text enthusiastically. They could do this task successfully. It indicates that the input was interesting and comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

In terms of procedure, the quantitative data show that the mean value is 3.19. It is categorized as 'Agree' which means that the activities in this task were interesting for the students. The following interview excerpt supports the quantitative data.

R : *Apakah rangkaian kegiatan pada Task 13 menarik?* (Was the procedure in Task 1 interesting?)

Ss : *Ya, Miss!* (Yes, it was, Miss.)

R : *Fendi, menurutmu gimana?* (What do you think, Fendi?)

S2 : *Menarik.* (It was interesting.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and interview results are supported by the following field note.

The students identified five sentences based on the pictured descriptive text that they had read. They had to write 'true' for the correct sentences and 'false' for the incorrect sentences. They were enthusiastic to do it.

---

Field note of written cycle unit 2, February 7, 2012

The data above show that the students did the activities in this task enthusiastically. It indicates that the activities in this task were interesting for the

students. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Setting

In terms of setting, the quantitative data show that the mean value is 3.39 (categorized as 'Agree'). It means that the students could do this task in the setting that had been determined (individually). The following interview excerpt supports the quantitative data.

- R :*Apakah kalian bisa mengerjakan task ini secara sendiri- sendiri?* (Could you do this task individually?)  
Ss :*Bisa!* (Yes, we could.)  
R :*Fani bisa?* (Could you do it individually, Fani?)  
S1 :*Bisa, Miss.* (Yes, I could, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the other two data. It can be seen as follows.

Then, the researcher led the students to move on task 13. In this task, they had to work individually. The students identified five sentences based on the pictured descriptive text that they had read. ... Some minutes later, the researcher led them to check their answers together. Their answers were satisfying.

---

Field note of written cycle unit 2, February 7, 2012

The data above show that they could accomplish this task in the setting that had been determined (individually). It can be concluded that this component is appropriate.

- Learner Role

The mean value for this component is 3.32 and it is categorized as 'Agree'. It means that the students were actively involved in doing this task. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian aktif dalam melakukan kegiatan pada task 13?* (Were you active to do the activities in Task 13?)  
Ss :*Iya, Miss!* (Yes, we were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and interview results are supported by the field note.

It can be seen as follows.

The students identified five sentences based on the pictured descriptive text that they had read. ... They participated actively in this task.

---

Field note of written cycle unit 2, February 7, 2012

The field note above shows that the students participated actively in doing this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In relation to the teacher role, the quantitative data show that the mean value is 3.48 (categorized as 'Agree'). It means that the teacher played a role which could help the students in doing this task. The interview data support the quantitative data. It can be seen in the following excerpt.

R :*Apakah guru memberikan perintah secara jelas?*(Did the teacher give the instructions clearly?)  
Ss :*Iya!* (Yes, she did.)  
R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan task ini?* (Did the teacher help you when you found difficulties in doing this task?)  
Ss :*Iya, Miss!* (Yes, she did, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field data note supports the other two data. It can be seen as follows.

The researcher observed and helped the students who had difficulties in doing this task.

---

Field note of written cycle unit 2, February 7, 2012

The field note above shows that the teacher acted as a facilitator. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the analysis, it can be concluded that all of the components of this task are appropriate. The conclusion can be seen in the following table.

**Table 4.83: The analysis of the components of Task 13 in Unit 2**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 13 could help the students to improve their reading skills.	Appropriate	-
<b>Input</b> The input of Task 13 (the statements) was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 13 were interesting.	Appropriate	-
<b>Setting</b> The students could do task 13 individually.	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 13.	Appropriate	-
<b>Teacher role.</b> The teacher played roles that could help the students to accomplish Task 13.	Appropriate	-

n) Task 14

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.84: **The mean and category of Task 14 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	16	14	1	0	3.48	Agree
2	Input	10	19	2	0	3.26	Agree
3	Procedure	9	20	2	0	3.23	Agree
4	Setting	13	18	0	0	3.42	Agree
5	Learner role	8	22	1	0	3.23	Agree
6	Teacher role	11	19	1	0	3.32	Agree

To know whether this task is appropriate or not, the six components of this task were analyzed. The detailed analysis on the components is given as follows.

(1) Task Components Analysis

- Goal

The goal of Task 14 is to improve the students' reading skills. The quantitative data show that the mean value for this component is 3.48 and it is categorized as "Agree". It means that this task could help the students to improve their reading skills. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Menurut kamu, Nindi.... Apakah task 14 bisa membantu kalian dalam meningkatkan kemampuan membaca?* (Could Task 14 help you to improve your reading skills, Nindi?)  
 S5 :*Iya, Miss.* (Yes, it could, Miss.)

---



- R :*Menurutmu gimana, Nes?Task ini bisa membantumu dalam meningkatkan kemampuan membaca tidak?* (What do you think, Agnes? Could this task help you to improve your reading skills?)  
S3 :*Bisa, Miss.* (Yes, it could, Miss.)
- 

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative and interview data. It can be seen as follows.

Next, the researcher led the students to move on Task 14. This task was aimed to improve the students' reading skills. In this task, there were five questions which had to be answered based on the pictured descriptive text that they had read. ... Some minutes later, she led the students to check their answers together. They could do it successfully. Their answers were satisfying.

---

Field note of written cycle unit 2, February 7, 2012

The field note above shows that this task provided a reading practice. The students answered the questions based on the text that they read. The data also show that they could answer the questions successfully. It indicates that this task could help the students to improve their reading skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

The mean value for this component is 3.26 and it is categorized as 'Agree'. It means that the inputs of this task were interesting and comprehensible.

The following interview excerpt supports the quantitative data.

- R :*Apakah pertanyaan-pertanyaan pada Task 14 bisa dipahami?* (Were the questions in Task 14 comprehensible?)  
Ss :*Iya!* (Yes, they were.)  
R :*Menarik tidak?* (Were they interesting?)  
Ss :*Menarik, Miss.* (Yes, they were, Miss.)
- 

Interview transcript unit 2, February 7, 2012

The field note supports the quantitative data and interview results. It can be seen as follows.

In this task, there were five questions which had to be answered based on the pictured descriptive text that the students read. They did it enthusiastically. Some minutes later, she led the students to check their answers together. They could do it successfully. Their answers were satisfying.

---

Field note of written cycle unit 2, February 7, 2012

From the field note above, it can be seen that the students were enthusiastic in learning the input. The data also show that they could answer the questions correctly. It indicates that the inputs of this task were interesting and comprehensible. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Procedure

The mean value for this component is 3.23 and it is categorized as 'Agree'. It means that the activities in this task were interesting for the students.

The interview results support the quantitative data. It can be seen as follows.

R : *Apakah rangkaian kegiatan pada Task 14 menarik?* (Were the activities in Task 14 interesting?)

Ss : *Menarik, Miss!* (Yes, they were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the other two data. It can be seen as follows.

In this task, there were five questions which had to be answered based on the pictured descriptive text that the students read. They did it enthusiastically. ... Some minutes later, she led the students to check their answers together. They could do it successfully. During this task was done, the students were actively involved.

---

Field note of written cycle unit 2, February 7, 2012

The field note above shows that the students did the activities of this task enthusiastically. It indicates that the procedure of this task was interesting. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

The mean value for this component is 3.42 and it is categorized as 'Agree'. It means that they could do this task in the setting that had been determined (individually). The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah kalian bisa mengerjakan task ini secara sendiri- sendiri?* (Could you do this task individually?)

Ss :*Bisa!* (Yes, we could.)

R :*Kesulitan apa tidak mengerjakan Task ini secara sendiri- sendiri?* (Was it difficult for you to do this Task individually?)

Ss :*Tidak!* (No, it was not.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and interview results are supported by the field note. It can be seen as follows.

Next, the researcher led the students to move on Task 14. This task was aimed to improve the students' reading skills. In this task, the students had to do this task individually. ... They could do it successfully.

---

Field note of written cycle unit 2, February 7, 2012

The data above show that they could do this task in the setting that had been determined (individually). It can be concluded that this component is appropriate.

- Learner Role

In terms of the learner role, the quantitative data show that the mean value is 3.23. It is categorized as ‘Agree’ which means that they were actively involved to do the activities in this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 14?* (Were you active to do the activities in Task 14?)  
 Ss : *Iya, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note support the other two data. It can be seen as follows.

In this task, there were five questions which had to be answered based on the pictured descriptive text that the students had read. They did it enthusiastically. When they did the task, there were some students who asked such as; *Miss, where itu artinya dimana kan? What itu ‘apa’ kan?*. They did it enthusiastically. ... Some minutes later, she led the students to check their answers together. ... During this task was done, the students were actively involved.

---

Field note of written cycle unit 2, February 7, 2012

From the data above, it can be seen that the students were actively involved in doing the activities in this task. They acted as active learners. It can be concluded that this component is appropriate.

- Teacher Role

In terms of teacher role, the quantitative data show that the mean value is 3.32 and it is categorized as ‘Agree’. It means that the teacher played a role which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan Task 14?* (Did the teacher help you when you found difficulties in doing Task 14?)

Ss :*Iya!* (Yes, she did.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results are supported by the following field note.

When they did the task, there were some students who asked such as; *Miss, where itu artinya dimana kan? What itu 'apa' kan?*. They did it enthusiastically. The researcher helped them.

---

Field note of written cycle unit 2, February 7, 2012

The field note above shows that the teacher (the researcher) acted as a facilitator. She helped the students when they had difficulties. It was aimed to help them in accomplishing this task. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the task component analysis, it can be concluded that this task is appropriate. The conclusion can be seen in the following table.

Table 4.85: **The analysis of the components of Task 14 in Unit 2**

Component	Analysis	Revision
<b>Goal</b> Task 14 could help the students to improve their reading skills.	Appropriate	-
<b>Input</b> The input of Task 14 was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 14 were interesting.	Appropriate	-

<b>Setting</b> The students could do task 14 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 14.	Appropriate	-
<b>Teacher role.</b> The teacher played a nrole that could help the students to accomplish Task 14.	Appropriate	-

o) Task 15

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.86: **The mean and category of Task 15 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	13	18	0	0	3.42	Agree
2	Input	17	12	2	0	3.48	Agree
3	Procedure	13	17	1	0	3.39	Agree
4	Setting	9	19	3	0	3.19	Agree
5	Learner role	12	18	1	0	3.35	Agree
6	Teacher role	16	15	0	0	3.52	Agree

The six components of this task were analyzed to know whether this task is appropriate or not. The detailed analysis on the components is given as follows.

(1) Task Components Analysis

- Goal

The goal of Task 15 is to help to understand about personal letters. The mean value for this component is 3.42 and it is categorized as “Agree”. It means

that this task could help them to understand about personal letters. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah Task 15 bisa membantu kalian dalam memahami isi sebuah surat pribadi?* (Could Task 15 help you to understand the content of a personal letter?)

Ss :*Ya, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note data also support the quantitative and interview data. It can be seen in the following field note .

The researcher asked the students to move on Task 15. This task was aimed to help the students in understanding a personal letter. In this task, there was a personal letter about someone's favorite food. They read it and then answered the comprehension questions individually. ... This task was successfully done.

---

Field note of written cycle unit 2, February 7, 2012

From the data above, it can be seen that this task provided a reading practice. The students read a personal letter and then answered the comprehension questions. The data also show that they could do it successfully. It indicates that this task could help the students to understand about personal letters. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In terms of input, the quantitative data show that the mean value is 3.48 (categorized as 'Agree'). It means that the input of this task (the personal letter) was interesting and comprehensible. The interview results support the quantitative data. It can be seen in the following except.

R :*Apakah contoh surat pribadi pada Task 15 menarik?* (Was the personal letter in Task 15 interesting?)

Ss :*Menarik!* (Yes, it was.)  
R :*Bisa dipahami tidak?* (Was it comprehensible?)  
Ss :*Bisa, Miss!* (Yes, it was, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the quantitative data and interview results. It can be seen as follows.

In this task, there was a personal letter about someone's favorite food. The students read it and then answered the comprehension questions individually. They did it enthusiastically. ... This task was successfully done.

---

Field note of written cycle unit 2, February 7, 2012

From the field note, it can be seen that the students were enthusiastic to read the input (the personal letter). The data also show that they could answer the comprehension questions successfully. It indicates that the input of this task was interesting and comprehensible for the students. Based the whole data, it can be concluded that this component is appropriate.

- Procedure

In terms of procedure, the quantitative data show that the mean value is 3.39 and it is categorized as 'Agree'. It means that the activities in this task were interesting. The interview results support the quantitative data. It can be seen in the following interview excerpt.

R :*Apakah rangkaian kegiatan pada Task 15 menarik?* (Were the activities in Task 15 interesting?)  
Ss :*Iya, Miss.* (Yes, they were, Miss.)  
R :*Menurut kamu gimana, Agnes?* (What do you think, Agnes?)  
S3 :*Menarik, Miss.* (They were interesting, Miss.)

---

Interview transcript unit 2, February 7, 2012



The field note supports the quantitative data and the interview results. It can be seen as follows.

The researcher asked the students to move on Task 15. In this task, there was a personal letter about someone's favorite food. The students read it and then answered the comprehension questions individually. They did it enthusiastically. After they finished reading the letter and answering the comprehension questions, the researcher led them to check their answers together. Then, she led them to discuss what the letter was about.

---

Field note of written cycle unit 2, February 7, 2012

From the field note above, it can be seen that the students did the activities in this task enthusiastically. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Setting

In terms of setting, the quantitative data show that the mean value is 3.19 (categorized as 'Agree'). It means that the students could do this task in the setting that had been determined (individually). The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian bisa mengerjakan task ini secara sendiri- sendiri?* (Could you do this task individually?)

Ss :*Bisa!* (Yes, we could.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results are supported by the following field note.

In this task, there was a personal letter about someone's favorite food. The students read it and then answered the comprehension questions individually. After they finished reading the letter and answering the comprehension questions, the researcher led them to check their answers together. Their answers were satisfying. This task was successfully done.

---

Field note of written cycle unit 2, February 7, 2012

The field note above shows that the students could accomplish this task in the setting that had been determined (individually). It can be concluded that this component is appropriate.

- Learner Role

The mean value for this component is 3.35 and it is categorized as ‘Agree’. It means that they were actively involved to do the activities in this task.

The following interview excerpt supports the quantitative data.

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 15?* (Were you active to do the activities in Task 15?)

Ss : *Iya, Miss.* (Yes, we were, Miss.)

R : *Apakah kalian bertanya pada guru atau teman kalian saat kalian mengalami kesulitan?* (Did you ask to the teacher or your friends when you found difficulties?)

Ss : *Iya!* (Yes, we did.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

In this task, there was a personal letter about someone’s favorite food. The students read it and then answered the comprehension questions individually. When they did this task, some of the students asked the meanings of some words and the researcher helped them. They did it enthusiastically. ... Then, she led them to discuss what the letter was about. They were actively involved in discussing what the letter was about.

---

Field note of written cycle unit 2, February 7, 2012

From the data above, it can be seen that the students were actively involved in doing the activities in this task. It can be concluded that this component is appropriate.

- Teacher Role

The quantitative data show that the mean value for this component is 3.52 (categorized as 'Agree'). It means that the teacher played a role which could help the students to accomplish this task. The following interview excerpt supports the quantitative data.

R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan Task 15?* (Did the teacher help you when you found difficulties in doing Task 15?)

Ss :*Ya, Miss!* (Yes, she did.)

R :*Apakah guru memberikan penjelasan tentang isi surat pribadi pada Task ini secara jelas?* (Did the teacher give the explanation about the personal letter in this task clearly?)

Ss :*Iya!* (Yes, she did.)

---

Interview transcript unit 2, February 7, 2012

The field data note supports the other two data. It can be seen as follows.

When they did this task, some of the students asked the meanings of some words and the researcher helped them. After they finished reading the letter and answering the comprehension questions, the researcher led them to check their answers together. Then, she led them to discuss what the letter was about.

---

Field note of written cycle unit 2, February 7, 2012

From the data above, it can be seen that the teacher (the researcher) acted as a facilitator. She helped the students when they had difficulties. It was aimed to help them in accomplishing this task. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the component analysis, it can be concluded that this task is appropriate. It can be concluded in the following table.

Table 4.87: **The analysis of the components of Task 15 in Unit 2**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 15 could help the students to understand about personal letters.	Appropriate	-
<b>Input</b> The input of Task 15 (the letter) was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 15 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 15 individually.	Appropriate	-
<b>Learner role</b> The students were actively involved to do the activities in Task 15.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students in doing Task 15.	Appropriate	-

p) Task 16

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.88: **The mean and category of Task 16 of Unit 2**

<b>No</b>	<b>Components</b>	<b>Score</b>				<b>Mean Value</b>	<b>Category</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
1	Goal	11	19	1	0	3.32	Agree
2	Input	13	17	1	0	3.39	Agree
3	Procedure	7	22	1	0	3.13	Agree
4	Setting	18	13	0	0	3.58	Strongly Agree
5	Learner role	14	16	1	0	3.42	Agree
6	Teacher role	10	19	2	0	3.26	Agree

To know whether this task is appropriate or not, the six components of this task were analyzed. The detailed analysis on the components is as follows.

(1) Task Components Analysis

- Goal

The goal of Task 16 is to give a detailed explanation about personal letters. The quantitative data show that the mean value for this component is 3.32 (categorized as “Agree”). It means that this task could help them to understand about the generic structure of a personal letter and how to write it. The following interview excerpt supports the quantitative data.

R :*Menurut kamu, Nin... ehm... apakah Task 16 bisa membantu kalian dalam memahami cara menulis surat pribadi?* (Could Task 16 help you to understand about how to write a personal letter?)

S5 :*Iya, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Then, the researcher led the students to move on Task 16. This task was aimed to help the students in understanding the generic structure of a personal letter and how to write it. She asked them to study the explanation individually. After some minutes passed, she asked them about what they had learnt. She gave some oral questions such as; *Bagian- bagian surat itu apa saja?* (What are the parts of a letter?) *Coba lihat contoh surat itu, yang pojok kiri atas itu namanya apa?* (Have a look at the example of the letter, what is the name of the part which is put in the beginning of the letter, in the left side?) *Yang bagian penutup itu yang mana?*(Which is the closure?), etc. They were so enthusiastic in answering the researcher’s questions.

---

Field note of written cycle unit 2, February 7, 2012

The data above show that this task provided an explanation about the a personal letter. The students learnt the generic structure of a personal letter and how to write it. The data also show that they could answer the researcher's questions related to the explanation. It indicates that this task could help the students to understand about the generic structure and the way how to write personal letters. Based on the whole data, it can be concluded that this component is appropriate.

- Input

The mean value for this component is 3.39 and it is categorized as 'Agree'. It means that the input of this task (the explanation) was interesting and comprehensible. The following interview excerpt supports the quantitative data.

- R :*Apakah penjelasan pada Task 16 menarik?* (Was the explanation in Task 16 interesting?)  
 Ss :*Menarik, Miss!* (It was interesting, Miss.)  
 R :*Apakah bisa dipahami?* (Was it comprehensible?)  
 Ss :*Bisa!* (Yes, it was.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the other two data. It can be seen as follows.

This task provided an explanation about personal letters. The researcher asked the students to study the explanation individually. After some minutes passed, she asked them about what they had learnt. She gave some oral questions such as; *Bagian- bagian surat itu apa saja?* (What are the parts of a letter?) *Coba lihat contoh surat itu, yang pojok kiri atas itu namanya apa?* (Have a look at the example of the letter, what is the name of the part which is put in the beginning of the letter, in the left side?) *Yang bagian penutup itu yang mana?* (Which is the closure?), etc. They were so enthusiastic in answering the researcher's questions.

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Field note of written cycle unit 2, February 7, 2012

The data above show that the students were enthusiastic in learning the input. They could answer the researcher's questions. It indicates that the input of this task was interesting and comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

The quantitative data show that the mean value for this component is 3.13 (categorized as 'Agree'). It means that the activities in this task were interesting.

The following interview excerpt supports the quantitative data.

R : *Apakah rangkaian kegiatan pada Task 16 menarik, Hesti?* (Were the activities in Task 16 interesting, Hes?)

S4 : *Menarik.* (Yes, they were.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative and interview data. It can be seen as follows.

Before asking the students to move on Task 16, the researcher asked them about the parts of a letter. Some of them had known about the parts of a letter. When the researcher asked; *Di dalam sebuah surat itu ada apa saja hayo?* (What can you find in a letter?), there were many students who could answer; *Alamat yang menerima, Miss!* (The receiver's address, Miss!), *Tanggal!* (The date!) *Isi surat!* (The body of the letter!) *Penutup!* (Closure!), etc. They were so enthusiastic in answering the questions. Then, she led them to move on Task 16. She asked them to study the explanation individually. After some minutes passed, she asked them about what they had learnt. She gave some oral questions such as; *Bagian- bagian surat itu apa saja?* (What are the parts of a letter?) *Coba lihat contoh surat itu, yang pojok kiri atas itu namanya apa?* (Have a look at the example of the letter, what is the name of the part which is put in the beginning of the letter, in the left side?) *Yang bagian penutup itu yang mana?* (Which is the closure?), etc. They were so enthusiastic in answering the researcher's questions.

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Field note of written cycle unit 2, February 7, 2012

The field note above shows that the students did the activities in this task enthusiastically. It indicates that the procedure was interesting. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

The quantitative data show that the mean value for this component is 3.58 (categorized as 'Strongly Agree'). It means that they could do this task in the setting that had been determined (individually). The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah kalian bisa mengerjakan task ini secara sendiri- sendiri?* (Could you do this task individually?)

Ss :*Bisa, Miss!* (Yes, we could, Miss)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results are supported by the following field note.

The researcher asked the students to study the explanation individually. After some minutes passed, she asked them about what they had learnt. She gave some oral questions such as; *Bagian- bagian surat itu apa saja?* (What are the parts of a letter?) *Coba lihat contoh surat itu, yang pojok kiri atas itu namanya apa?* (Have a look at the example of the letter, what is the name of the part which is put in the beginning of the letter, in the left side?) *Yang bagian penutup itu yang mana?* (Which is the closure?), etc. They were so enthusiastic in answering the researcher's questions.

---

Field note of written cycle unit 2, February 7, 2012

From the field note above, it can be seen that they could do this task in the setting that had been determined (individually). It can be concluded that this component is appropriate.



- Learner Role

In terms of the learner role, the quantitative data show that the mean value for this component is 3.42 (categorized as 'Agree'). It means that they were actively involved to do this task. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Apakah kalian aktif dalam melakukan kegiatan pada task ini?* (Were you active to do the activities in this task?)

Ss : *Iya!* (Yes, we were.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the other two data. It can be seen as follows.

The researcher asked the students to study the explanation individually. After some minutes passed, she asked them about what they had learnt. She gave some oral questions such ... They were so enthusiastic in answering the researcher's questions.

---

Field note of written cycle unit 2, February 7, 2012

From the field note above, it can be seen that the students were actively involved to do the activities in this task. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of the teacher role, the quantitative data show that the mean value for this component is 3.26. It is categorized as 'Agree' which means that the teacher played roles which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen in the following excerpt.

- R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan task ini?* (Did the teacher help you when you found difficulties in doing this task?)
- Ss :*Ya, Miss!* (Yes, she did.)
- R :*Apakah guru menjelaskan secara jelas tentang materi pada task ini?* (Did the teacher explain the materials in this task clearly?)
- Ss :*Iya, Miss!* (Yes, she, did, Miss.)
- R :*Kalian bisa paham?* (Could you understand it?)
- Ss :*Bisa!* (Yes, we could.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The researcher asked the students to study the explanation individually. After some minutes passed, she asked them about what they had learnt. ... Then, she concluded what had they learnt.

---

Field note of written cycle unit 2, February 7, 2012

The field note above shows that the teacher (the researcher) helped them to understand the materials in this task by inviting them to discuss it together. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the result of the component analysis, it can be concluded that this task is appropriate. The conclusion can be seen in the following table.

Table 4.89: **The analysis of the components of Task 16 in Unit 2**

Component	Analysis	Revision
<b>Goal</b> Task 16 could help the students to understand about how to write a personal letter.	Appropriate	-
<b>Input</b> The input of Task 16 (the explanation) was interesting and comprehensible.	Appropriate	-

<b>Procedure</b> The activities in Task 16 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 16 individually.	Appropriate	-
<b>Learner role</b> The students were actively involved to do the activities in Task 16.	Appropriate	-
<b>Teacher role.</b> The teacher played roles that could help the students to accomplish Task 16.	Appropriate	-

q) Task 17

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.90: **The mean and category of Task 17 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	10	19	2	0	3.26	Agree
2	Input	11	18	2	0	3.29	Agree
3	Procedure	15	14	2	0	3.42	Agree
4	Setting	12	19	0	0	3.39	Agree
5	Learner role	9	19	3	0	3.19	Agree
6	Teacher role	18	12	1	0	3.55	Strongly Agree

To know whether this task is appropriate or not, the components of this task were analyzed. The detailed analysis on the components is as follows.

(1) Task Components Analysis

- Goal

The goal of Task 17 is to improve students' writing skills. The mean value for this component is 3.26 and it is categorized as "Agree". It means that this task could help them to improve their writing skills. The following interview excerpt supports the quantitative data.

R :*Apakah task 17 bisa membantu kalian dalam meningkatkan kemampuan menulis?* (Could Task 17 help you to improve your writing skills?)  
Ss :*Ya, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the quantitative and interview data. It can be seen as follows.

After Task 16 was done successfully, the researcher led the students to move on Task 17. This task was aimed to improve the students' writing skills. The students started reading and completing the incomplete letter by choosing the appropriate words available in the box. ... After they finished doing this task, the researcher led them to check their answers together. Their answers were satisfying.

---

Field note of written cycle unit 2, February 7, 2012

The data above show that this task provided a writing practice. The students read an incomplete letter and then completed it by choosing the appropriate words. The data also show that their answers were satisfying. It indicates that this task could help the students to improve their writing skills. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Input

In terms of the input, the quantitative data show that the mean value is 3.29 (categorized as 'Agree'). It means that the input of this task (the letter) was

interesting and comprehensible. The interview results support the quantitative data. It can be seen in the following excerpt.

- R :*Apakah surat pada Task 17 menarik? Menurut kamu gimana, Fen?* (Was the letter in Task 17 interesting? What do you think, Fen?)  
S2 :*Menarik, Miss.* (It was interesting, Miss.)  
R :*Apakah itu bisa dipahami?* (Was it comprehensible?)  
S2 :*Bisa!* (Yes, it was.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the quantitative data and the interview results. It can be seen as follows.

The students started reading and completing the incomplete letter by choosing the appropriate words available in the box. They did it enthusiastically. After they finished doing this task, the researcher led them to check their answers together. Their answers were satisfying.

---

Field note of written cycle unit 2, February 7, 2012

The field note above shows that the students were enthusiastic to read the input (the letter). The data also show that they could answer the researcher's questions related to the input. It indicates that the input was interesting and comprehensible for the students. Based the whole data, it can be concluded that this component is appropriate.

- Procedure

In terms of procedure, the quantitative data show that the mean value is 3.42 (categorized as 'Agree'). It means that the activities in this task were interesting. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah rangkaian kegiatan pada Task 17 menarik?* (Was the procedure in Task 17 interesting?)  
Ss :*Menarik!* (Yes, it was.)  
R :*Menurutmu gimana, Nin?* (What do you think, Nin?)  
S5 :*Menarik, Miss.* (It was interesting, Miss.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results are supported by the following field note.

After Task 16 was done successfully, the researcher led the students to move on Task 17. The students started reading and completing the incomplete letter by choosing the appropriate words available in the box. They did it enthusiastically. ... After they finished doing this task, the researcher led them to check their answers together. After that, she led them to discuss what the letter was about. The students were actively involved in discussing the letter.

---

Field note of written cycle unit 2, February 7, 2012

The data above show that the students did the activities in this task enthusiastically. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Setting

In terms of setting, the quantitative data show that the mean value is 3.39 (categorized as 'Agree'). It means that the students could accomplish this task in the setting that had been determined (individually). The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah kalian bisa mengerjakan Task 17 secara individu?* (Could you do Task 17 individually?)  
Ss :*Bisa!* (Yes, we could.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The students had to do this task individually. The students started reading and completing the incomplete letter by choosing the appropriate words available in the box. After they finished doing this task, the researcher led them to check their answers together. Their answers were satisfying.

---

Field note of written cycle unit 2, February 7, 2012

From the field note above, it can be seen that the students could accomplish this task in the setting that had been determined (individually). It can be concluded that this component is appropriate.

- Learner Role

The mean value for this component is 3.19 and it is categorized as 'Agree'. It means that the students were actively involved to do the activities in this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian aktif dalam melakukan kegiatan pada task ini?* (Were you active to do the activities in this task?)

Ss : *Ya, Miss!.* (Yes, we were.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results are supported by the following field note.

The students started reading and completing the incomplete letter by choosing the appropriate words available in the box. They did it enthusiastically. When they did this task, some of them asked the meanings of some words to the researcher. ... After that, she led them to discuss what the letter was about. The students were actively involved in discussing the letter.

---

Field note of written cycle unit 2, February 7, 2012

The field note above shows that the students were actively involved in doing the activities in this task. They acted as active learners. It can be concluded that this component is appropriate.

- Teacher Role

The quantitative data show that the mean value for this component is 3.55 and it is categorized as 'Strongly Agree'. It means that the teacher played a role which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan task ini?* (Did the teacher help you when you found difficulties in doing this task?)

Ss :*Ya, Miss!* (Yes, she did.)

R :*Apakah guru membantu kalian untuk memahami materi pada task ini?* (Did the teacher help you to understand the materials in this task?)

Ss :*Iya!* (Yes, she, did.)

---

Interview transcript unit 2, February 7, 2012

The field data note also supports the quantitative data and the interview results. It can be seen as follows.

When the students did this task, some of them asked the meanings of some words to the researcher. The researcher helped them. ... After that, she led them to discuss what the letter was about.

---

Field note of written cycle unit 2, February 7, 2012

The field note above shows that the teacher acted as a facilitator. She helped the students when they had difficulties. She also helped the students in understanding the materials by inviting them to discuss it together. It was aimed



to help them in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the component analysis, it can be concluded that this task is appropriate. The conclusion can be seen in the following table.

Table 4.91: **The analysis of the components of Task 17 in Unit 2**

Component	Analysis	Revision
<b>Goal</b> Task 17 could help the students to improve their writing skills.	Appropriate	-
<b>Input</b> The input of Task 17 (the letter) was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 17 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 17 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved to do the activities in Task 17.	Appropriate	-
<b>Teacher role.</b> The teacher played a role which could help the students to accomplish Task 17.	Appropriate	-

## r) Task 18

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.92: **The mean and category of Task 18 of Unit 2**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	12	18	1	0	3.35	Agree
2	Input	10	19	2	0	3.26	Agree
3	Procedure	8	22	1	0	3.23	Agree
4	Setting	17	13	1	0	3.52	Agree
5	Learner role	12	19	0	0	3.39	Agree
6	Teacher role	14	16	1	0	3.42	Agree

To know whether this task is appropriate or not, the components of this task were analyzed. The detailed analysis on the components is given as follows.

(1) Task Components Analysis

- Goal

The goal of Task 18 is to improve students' writing skills. The quantitative data show that the mean value for this component is 3.35 and it is categorized as "Agree". It means that this task could help them to improve their writing skills. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah task 18 bisa membantu kalian dalam meningkatkan kemampuan menulis kalian?* (Could Task 18 help you to improve your writing skills?)  
 Ss :*Iya, Miss.* (Yes, it could, Miss.)  
 R :*Iya gimana hayo maksudnya?* (What do you mean?)  
 S3 :*Hehe...bisa...meningkatkan kemampuan menulis, Miss.* (Hehe... it could improve my writing skills, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the other two data. It can be seen as follows.

After some minutes passed, the researcher led the students to move on Task 18. This task was aimed to improve the students' writing skills. The students were asked to arrange the jumbled parts of the letter and then rewrite it in the available space. ... This task was successfully done.

---

Field note of written cycle unit 2, February 7, 2012

The data above shows that the students did a writing practice in which they had to arrange the jumbled parts of a letter and then rewrite it in the available space. Based on the whole data, it can be concluded that this component is appropriate.

- Input

The mean value for this component is 3.26 and it is categorized as 'Agree'. It means that the input of this task was interesting and comprehensible.

The interview data support the quantitative data. It can be seen as follows.

R : *Apakah bagian- bagian surat pada Task 18 menarik dan bisa dipahami?*  
(Were the parts of the letter in Task 18 interesting and comprehensible?)

Ss : *Iya!* (Yes, they were.)

R : *Menurutmu gimana, Fan?* (What do you think, Fan?)

S1 : *Menarik dan bisa dipahami, Miss.* (They were interesting and comprehensible, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note supports the quantitative data and the interview results. It can be seen as follows.

There were jumbled parts of a letter in this task. The students were asked to arrange the jumbled parts of the letter and then rewrite it in the available space. They did it enthusiastically. ... This task was successfully done.

---

Field note of written cycle unit 2, February 7, 2012

From the field note, it can be seen that the students were enthusiastic to learn the inputs (the parts of a letter). The data also show that they could arrange

the parts of the letter successfully. It indicates that the inputs were interesting and comprehensible for the students. Based the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Procedure

In terms of procedure, the quantitative data show that the mean value is 3.23 and it is categorized as 'Agree'. It means that the activities in this task were interesting. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah rangkaian kegiatan pada Task 18 menarik?* (Were the activities in Task 18 interesting?)

Ss :*Iya, Miss!* (Yes, they were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the other two data. It can be seen as follows.

The students were asked to arrange the jumbled parts of the letter and then rewrite it in the available space. They did it enthusiastically. ... Some minutes later, the researcher led the students to check their work together. They asked so students to write the letter part by part on the board. During this task was done, the students were actively involved.

---

Field note of written cycle unit 2, February 7, 2012

The field note above shows that the students were actively involved in doing the activities in this task. They acted as active learners. It can be concluded that this component is appropriate.

- Setting

The quantitative data show that the mean value for this component is 3.52 and it is categorized as 'Agree'. It means that the students could do this task in the

setting that had been determined (individually). The following interview excerpt supports the quantitative data.

R :*Apakah kalian bisa mengerjakan task ini secara sendiri- sendiri?* (Could you do this task individually?)

Ss :*Bisa!* (Yes, we could.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After some minutes passed, the researcher led the students to move on Task 18. They had to do this task individually. The students were asked to arrange the jumbled parts of the letter and then rewrite it in the available space. Some minutes later, she led them to check their work together. They asked so students to write the letter part by part on the board. This task was successfully done.

---

Field note of written cycle unit 2, February 7, 2012

From the field note above, it can be seen that the students could accomplish this task in the setting that had been determined (individually). It can be concluded that this component is appropriate.

- Learner Role

In terms of the learner role, the quantitative data show that the mean value is 3.39 and it is categorized as 'Agree'. It means that the students were actively involved to do the activities in this task. The following interview excerpt supports the quantitative data.

R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 18?* (Were you active to do the activities in Task 18?)

Ss :*Iya, Miss!.* (Yes, we were, Miss.)

---

Interview transcript unit 2, February 7, 2012

The quantitative data and the interview results are supported by the following field note.

The students were asked to arrange the jumbled parts of the letter and then rewrite it in the available space. They did it enthusiastically. ... Some minutes later, she led them to check their work together. They asked so students to write the letter part by part on the board. During this task was done, the students were actively involved.

---

Field note of written cycle unit 2, February 7, 2012

From the data above, it can be seen that the students were actively involved in doing the activities in this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of teacher role, the quantitative data show that the mean value is 3.42 (categorized as 'Agree'). It means that the teacher played roles which could help the students in doing this task. The following interview excerpt supports the quantitative data.

R :*Apakah guru memantau kalian saat kalian mengerjakan task ini?* (Did the teacher observe you when you did this task?)

Ss :*Iya, Miss!* (Yes, she did, Miss.)

R :*Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)

Ss :*Iya, Miss.... Membantu.* (Yes, she did, Miss. She helped us.)

---

Interview transcript unit 2, February 7, 2012

The field note also supports the other two data. It can be seen as follows.

When the students did this task, the researcher walked round the class to observe them. She also helped the students who had difficulties in doing this task.

---

Field note of written cycle unit 2, February 7, 2012

From the field note above, it can be seen that the teacher (the researcher) acted as an observer and a facilitator. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the component analysis, it can be concluded that this task is appropriate. The conclusion can be seen in the following table.

Table 4.93: **The analysis of the components of Task 18 in Unit 2**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 18 could help the students to improve their writing skills.	Appropriate	-
<b>Input</b> The input of Task 18 was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 18 were interesting.	Appropriate	-
<b>Setting</b> The students could do task 18 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved to do the activities in Task 18.	Appropriate	-
<b>Teacher role.</b> The teacher played roles which could help the students in doing Task 18.	Appropriate	-

### c. The Implementation, Evaluation, and The Revision of Unit 3

#### 1) The Implementation of unit 3

Unit 3 consists of 18 tasks. The title is “*My Hobby is Singing*”. It was tried-out in two meetings. The first meeting was on February 9<sup>th</sup>, 2012 and the second meeting was on February 11<sup>th</sup> 2012. The following is the brief description of the whole tasks in Unit 3.

Table 4.94: General Description of Unit 3

Task	Instruction and description	Function
Task 1 (Lead-in)	<b>Instruction:</b> Read and learn the dialog.  <b>Description:</b> The picture and the dialog are aimed to help the students to think about conversations related to hobbies.	To help the students to think about the topic that would be learnt in this unit.
Task 2 (vocabulary and pronunciation)	<b>Instruction:</b> Match and learn.  <b>Description:</b> The students have to match the pictures with the appropriate words and then practise pronouncing it.	<ul style="list-style-type: none"><li>- To improve the students' vocabulary mastery</li><li>- To help the students to pronounce the words correctly</li></ul>
Task 3 (listening)	<b>Instruction:</b> Listen to the story and then arrange the jumbled pictures.  <b>Description:</b> In this task, the students have to listen to a story entitled “ <i>My Hobby</i> ” and then arrange the jumbled pictures based on the story they listen to.	<ul style="list-style-type: none"><li>- To give a semi guided listening activity.</li></ul>
Task 4 (Listening)	<b>Instruction:</b> Listen to the story again and then identify the sentences by choosing “ <i>True</i> ” or “ <i>False</i> ”.  <b>Description:</b> In this task, the students have to listen to the story again and then identify some sentences based on the story they listen to, by choosing “ <i>True</i> ” or “ <i>False</i> ”.	<ul style="list-style-type: none"><li>- To give the students a semi guided listening activity.</li></ul>
Task 5	<b>Instruction:</b> Listen to the story again and then	To give the students a



(listening)	<p>answer the questions.</p> <p><b>Description:</b> The students have to listen to the story again and then answer the questions based on the story they listen to.</p>	free guided listening activity.
Task 6 (speaking)	<p><b>Instruction:</b> In pairs, read the dialog and answer the questions and then practise the dialog.</p> <p><b>Description:</b> In this task, the students have to read a dialog and answer the comprehension questions, and then they have to practise the dialog in pairs.</p>	<ul style="list-style-type: none"> <li>- To give a speaking input</li> <li>- To give an opportunity to practise the dialog (as a guided speaking activity)</li> </ul>
Task 7 (speaking)	<p><b>Instruction:</b> Let's play Guessing Game.</p> <p><b>Description:</b> In this task, students have to play guessing game. They have to guess their friends' hobbies.</p>	To give a semi guided speaking activity.
Task 8 (speaking)	<p><b>Instruction:</b> Tell about your hobby and your friends' hobbies.</p> <p><b>Description:</b> In this task, the students have to tell their own hobby and their friends' hobbies in front of the class.</p>	To give a free guided speaking activity.
Task 9 (reading)	<p><b>Instruction:</b> Read the letter aloud.</p> <p><b>Description:</b> In this task, the students have to read a letter aloud.</p>	<ul style="list-style-type: none"> <li>- To give a reading input</li> <li>- To give a guided reading activity.</li> </ul>
Task 10 (reading)	<p><b>Instruction:</b> Identify the sentences based on the letter above. Choose "True" or "False".</p> <p><b>Description:</b> In this task, the students have to identify some sentences based on the letter they read by choosing "True" or "False".</p>	To give a semi guided reading activity.
Task 11 (reading)	<p><b>Instruction:</b> Answer the questions based on the text.</p> <p><b>Description:</b> In this task, the students have to answer the questions based on the text.</p>	To give a free guided reading activity

Task 12 (reading)	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>- Read the text aloud.</li> <li>- Answer the questions by crossing out (X) the correct answer a, b, c, or d.</li> </ul> <p><b>Description:</b> In this task, students have to read a pictured descriptive text and then answer the comprehensive questions by choosing the correct options.</p>	To give the students a guided reading activity.
Task 13 (Reading)	<p><b>Instruction:</b> Read the text and then identify the sentences. Write “True” or “False”.</p> <p><b>Description:</b> In this task, the students have to read another pictured descriptive text and then identify some sentences based on the text they read by writing “True” or “False”.</p>	To give a semi guided reading activity.
Task 14 (Reading)	<p><b>Instruction:</b> Answer the questions based on the text.</p> <p><b>Description:</b> In this task, the students have to answer the questions based on the text.</p>	To give a free guided reading activity
Task 15 (Reading and writing)	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>- Read the short message.</li> <li>- Answer the questions based on the letter by crossing out (X) a, b, c, or d.</li> </ul> <p><b>Description:</b> In this task, students have to read a personal letter and then answer the comprehension questions.</p>	To give a writing input.
Task 16 (Language focus)	<p><b>Instruction:</b> Study the following explanation.</p> <p><b>Description:</b> In this task, the students have to read and learn the explanation about short messages.</p>	To give the students a detailed explanation about short messages.
Task 17 (Writing)	<p><b>Instruction:</b> Complete these short messages by choosing the appropriate sentences available in the box.</p> <p><b>Description:</b> in this task, the students have to</p>	To give a semi guided writing activity.

	complete some incomplete short messages based on the situations, by choosing the appropriate sentences available in the box.	
Task 18 (Writing)	<b>Instruction:</b> write short messages based on the situations.  <b>Description:</b> In this task, the students have to write two short messages based on the situations.	To give a free guided writing activity.

## 2) The Evaluation and The Revision of Unit 3

### a) Task 1

The results of the evaluation questionnaire of Task 1 are presented in the following table.

Table 4.95: The mean and category of Task 1 of Unit 3

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	13	16	0	0	3.45	Agree
2	Input	9	19	1	0	3.28	Agree
3	Procedure	12	17	0	0	3.41	Agree
4	Setting	10	17	2	0	3.28	Agree
5	Learner role	11	17	1	0	3.34	Agree
6	Teacher role	14	15	0	0	3.48	Agree

To know whether the task is appropriate or not, the detailed analysis on the task components is given as follows.

#### (1) Task Components Analysis

- Goal

The goal of this task is to help the students to think about the topic that would be learnt in unit three. As shown in table 4.95, the quantitative data show that the mean value is 3.45 and it is categorized as “Agree”. It means that this task could help the students to think about the topic that would be learnt. The following interview excerpt also supports the quantitative data.

- R : *Task 1 ya...* (Let’s start from Task 1.)  
 Ss : *Ya Miss...* (OK, Miss.)  
 R : *Apakah dengan mempelajari Task 1 ini kalian bisa mendapatkan gambaran tentang topik yang akan dibahas?* (Could you imagine topic that would be learnt after studying Task 1?)  
 Ss : *Bisa, Miss!* (Yes, we could, Miss.)  
 R : *Menurutmu gimana, Nes?* (What do you think, Nes?)  
 S3 : *Bisa, Miss.* (Yes, I could, Miss.)  
 R : *Jadi, setelah mempelajari Task 1 itu, kamu bisa tau topik yang akan dipelajari?* (So, after studying Task 1, you could know the topic that would be learnt, right?)  
 S3 : *Iya!* (That’s right.)

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Interview transcript unit 3, February 11, 2012

From the field note, it can be seen that this task could prompt the students to think about the topic that would be learnt. It can be seen as follows.

In this task, the students were asked to work individually to read and learn the pictured dialog. ... After that, the researcher asked them about the topic that would be learnt in unit two. They answered the questions enthusiastically. They knew that in this unit, they would learn about food and drink.

---

Field note of spoken cycle unit 3, February 9, 2012

From the field note above, it can be seen that this task could help the students to think about the topic that would be learnt in Unit three. Based on the whole data, it can be concluded that the goal is appropriate.

- Input

In relation to the input, the quantitative data show that the mean value is 3.28 and it is categorized as ‘Agree’. It means that the pictured dialog in this task was interesting and comprehensible for the students. The following interview excerpt also supports the quantitative data.

R : *Apakah dialog bergambar pada Task 1 menarik dan bisa dipahami?* (Was the pictured dialog in Task 1 interesting and comprehensible?)  
 Ss : *Menarik!* (It was interesting)  
 R : *Bisa dipahami?* (Was it comprehensible?)  
 Ss : *Bisa, Miss!* (Yes, it was, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the quantitative data and the interview results. It can be seen as follows.

In this task, the students were asked to work individually to read and learn the pictured dialog. They did it enthusiastically. Then, the researcher gave them some oral questions related to the pictured dialog. ... They could answer the researcher’s questions.

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Field note of spoken cycle unit 3, February 9, 2012

From the field note, it can be seen that the students were enthusiastic to learn the input (the pictured dialog). The data also show that they could answer the researcher’s questions related to the input. It means that the input was interesting and comprehensible for the students. Based the whole data, it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.41 and it was categorized as 'Agree'. It means that the procedure was interesting. The following interview result supports the quantitative data.

R : *Apakah rangkaian kegiatan pada Task 1 menarik?* (Was the procedure in Task 1 interesting?)  
Ss : *Ya, Miss!* (Yes, it was, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Some minutes later, the researcher led the students to open the book on unit three Task 1. ... In this task, they were asked to work individually to read and learn the pictured dialog. They did it enthusiastically. Then, the researcher gave them some oral questions related to the pictured dialog. They answered the researcher's questions enthusiastically.

---

Field note of spoken cycle unit 3, February 9, 2012

From the field note above, it can be seen that the students did the activities in this task enthusiastically. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In terms of setting, the quantitative data show that the mean value is 3.28 and it is categorized as 'Agree'. It means that the students could accomplish this task individually. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian bisa mengerjakan Task 1 secara sendiri- sendiri?* (Could you do Task 1 individually?)  
Ss : *Bisa.* (Yes, we could.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

In this task, the students were asked to work individually to read and learn the pictured dialog. ... Then, the researcher gave them some oral questions related to the pictured dialog. ... They could answer the researcher's questions.

---

Field note of spoken cycle unit 3, February 9, 2012

The data above show that the students could accomplish this task in the setting that had been determined (individually). Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

In terms of learner role, the quantitative data show that the mean value is 3.34 and it is categorized as 'Agree'. It means that the students were actively involved in doing this task. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Apakah kalian aktif dalam mengerjakan Task 1?* (Were you active in doing Task 1?)  
Ss : *Iya!* (Yes, we were.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

In this task, the students were asked to work individually to read and learn the pictured dialog. ... After that, the researcher asked them about the topic that would be learnt in unit two. They answered the questions enthusiastically.

---

Field note of spoken cycle unit 3, February 9, 2012

The data above show that the students were actively involved in doing the activities in this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In relation to the teacher role, the quantitative data show that the mean value is 3.48 and it is categorized as 'Agree'. It means that the teacher played roles which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah guru membantu kalian dalam memahami materi pada Task 1?* (Did the teacher help you to understand the materials in Task 1?)

Ss : *Membantu!* (Yes, she did.)

R : *Kalian merasa terbantu tidak dengan peran guru?* (Was the teacher role helpful?)

Ss : *Iya, Miss.* (Yes, it was, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the data above. It can be seen as follows.

After that, the researcher gave them some oral questions related to the pictured dialog, such as; *Where are they? What are they doing? What is he saying?, etc..* The questions were aimed to help the students to understand the pictured dialog. Sometimes the researcher switched the questions into *Bahasa Indonesia* because some of the students did not understand it.

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Field note of spoken cycle unit 3, February 9, 2012



From the data above, it can be seen that the teacher helped the students to understand the input. She acted as a facilitator. In conclusion, based on the whole data, this component was appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 1 are appropriate. The results are shown in the following table.

Table 4.96: **The analysis of the components of Task 1 in Unit 3**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 1 could help the students to think about the topic that would be learnt.	Appropriate	-
<b>Input</b> The input of Task 1 (the pictured dialog) was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 1 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 1 individually.	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 1. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role which could help the students to accomplish Task 1. She acted as a facilitator.	Appropriate	-

b) Task 2

The results of the evaluation questionnaire of Task 2 are presented in the following table.

Table 4.97: **The mean and category of Task 2 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	16	11	2	0	3.48	Agree
2	Input	12	16	1	0	3.38	Agree
3	Procedure	12	17	0	0	3.41	Agree
4	Setting	11	18	0	0	3.38	Agree
5	Learner role	13	15	1	0	3.41	Agree
6	Teacher role	9	18	2	0	3.24	Agree

To know whether the task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) Task Components Analysis

- Goal

This task is aimed to improve students' vocabulary mastery. The quantitative data show that the mean value is 3.48 and it is categorized as "Agree". It means that this task could help the students to improve their vocabulary mastery. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Task 2 ya...* (Let us move on Task 2)

Ss : *Ya, Miss.* (OK, Miss.)

R : *Apakah Task 2 dapat membantu kalian dalam meningkatkan pengetahuan kosakata?* (Could Task 2 help you to improve your vocabulary mastery?)

Ss : *Iya, Miss!* (Yes, it could, Miss.)

R : *Menurutmu gimana, Hesti?* (What do you think, Hesti?)  
S4 : *Iya Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the data above. It can be seen as follows.

Task 2 was aimed to improve the students' vocabulary mastery. They had to match the words and the pictures individually. After they finished in matching the words and the pictures, the researcher led them to check it together. Most of the students could do it correctly.

---

Field note of spoken cycle unit 3, February 9, 2012

The data above show that this task could help the students to improve their vocabulary mastery. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In terms of input, the quantitative data show that the mean value is 3.38 and it is categorized as 'Agree'. It means that the inputs in this task (the pictures and the vocabulary) were interesting and comprehensible for the students. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kosakata dan gambar-gambar pada task 2 menarik?* (Were the vocabulary and the pictures in Task 2 interesting?)  
Ss : *Menarik!* (Yes, they were.)  
R : *Bisa dipahami tidak?* (Were they comprehensible?)  
Ss : *Bisa, Miss!* (Yes, they were, Miss.)

---

Interview transcript unit 3, February 11, 2012

Although the quantitative data and the interview results show that this component is appropriate, the field note shows a different fact. It can be seen as follows.

When the students did this task, some of them asked “*Miss, yang gambar menyanyi kok nggak ada pilihannya ya?*” (Miss, there is not any appropriate choice for the picture of singing.). Then, the researcher asked them to add the word ‘singing’ in the vocabulary list. ... When checking the answers, some of them were confused because the pictures and the words were not completed with numbers. Thus, the researcher asked the students to give number for each picture.

---

Field note of spoken cycle unit 3, February 9, 2012

From the field note above, it can be seen that there were two problems related to the inputs. The first problem was the missing of the word ‘singing’ in the vocabulary list. The second problem was the pictures and the words were not numbered so that it was difficult for the students to check their answers. Thus, the inputs needed some revisions. As the field note does not support the two other data, it can be concluded that this component is inappropriate.

- Procedure

In relation to the procedure, the quantitative data show that the mean value is 3.41 and it was categorized as ‘Agree’. It means that the activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen in the following excerpt.

R :*Apakah rangkaian kegiatan pada Task 2 menarik?* (Were the activities in Task 2 interesting?)  
Ss :*Menarik, Miss.* (Yes, they were, Miss.)  
R :*Kalian suka tidak?* (Did you like it?)  
Ss :*Suka!* (Yes, we did.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The students had to match the words and the pictures individually. They did in enthusiastically. ... After they finished in matching the words and the pictures, the researcher led them to check it together. Most of the students could do it correctly. ... After checking the answers, the researcher led them to pronounce the words by word using flashcards. They looked enthusiastic to do it.

---

Field note of spoken cycle unit 3, February 9, 2012

From the field note above, it can be seen that the students did the activities in this task enthusiastically. It indicates that they were interested in the procedure. Based on the whole data, it can be concluded that the procedure of this task is appropriate.

- Setting

In terms of setting, the results of the evaluation questionnaire show that the mean value is 3.38 and it is categorized as 'Agree'. It means that the students could do this task in the setting that had been determined. The following interview excerpt supports the quantitative data.

R : *Apakah kalian bisa mengerjakan Task 2 secara sendiri- sendiri?* (Could you do Task 2 individually?)

Ss : *Bisa!* (Yes, we could.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

The students had to match the words and the pictures individually. ... After they finished in matching the words and the pictures, the researcher led them to check it together. Most of the students could do it correctly.

---

Field note of spoken cycle unit 3, February 9, 2012

The field note above shows that the students could do the task in the setting that had been determined (individually). Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

^ In relation to the learner role, the quantitative data show that the mean value is 3.41 and it is categorized as 'Agree'. It means that the students were actively involved in doing this task. It is supported by the interview results. It can be seen as follows.

R : *Apakah kalian aktif dalam mengerjakan Task 2?* (Were you active in doing Task 2?)

Ss : *Iya!* (Yes, we were.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

The students had to match the words and the pictures individually. They did it enthusiastically. ... After they finished in matching the words and the pictures, the researcher led them to check it together. ... After checking the answers, the researcher led them to pronounce the words by word using flashcards. They looked enthusiastic to do it. ... They were actively involved in doing the activities in this task.

---

Field note of spoken cycle unit 2, February 4, 2012

The field note above shows that the learners were actively involved in doing Task 2. They acted as active learners. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of teacher role, the quantitative data show that the mean value is 3.24 and it is categorized as 'Agree'. It means that the teacher played a role which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Apakah guru membantu kalian dalam memahami materi pada Task 2?* (Did the teacher help you to understand the materials in Task 2?)  
 Ss : *Iya, Miss!* (Yes, she did, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the other two data. It can be seen as follows.

After checking the answers, the researcher led the students to pronounce the word by word using flashcards. Then, she showed the pictures one by one and asked them to mention the appropriate words. Most of the students could mention the correct words.

---

Field note of spoken cycle unit 3, February 9, 2012

The field note above shows that the teacher (the researcher) helped the students to understand the materials in this task by guiding them pronounce the words using flashcards. She acted as a facilitator. In conclusion, this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 2 are appropriate. The results are shown in the following table.

Table 4.98: **The analysis of the components of Task 2 in Unit 3**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 2 could help the students to improve their vocabulary mastery.	Appropriate	-
<b>Input</b> The inputs of Task 2 were interesting and comprehensible.	Inappropriate	- The word 'singing' should be added in the vocabulary list. - The pictures and the words should be numbered.
<b>Procedure</b> The activities in Task 2 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 2 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 2.	Appropriate	-
<b>Teacher role.</b> The teacher played a role which could help the students to accomplish Task 2.	Appropriate	-

c) Task 3

The results of the evaluation questionnaire of Task 3 are presented in the following table.

Table 4.99: **The mean and category of Task 3 of Unit 3**

<b>No</b>	<b>Components</b>	<b>Score</b>				<b>Mean Value</b>	<b>Category</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
1	Goal	12	16	1	0	3.38	Agree
2	Input	13	16	0	0	3.45	Agree
3	Procedure	17	11	1	0	3.55	Strongly Agree
4	Setting	10	18	1	0	3.31	Agree
5	Learner role	9	18	2	0	3.24	Agree
6	Teacher role	14	13	2	0	3.41	Agree



To know whether the task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) Task Components Analysis

- Goal

This task is aimed to improve students' listening skills. As shown in table 4.99, the data show that the mean value is 3.38 and it is categorized as "Agree". It means that this task could help the students to improve their listening skills. The interview results support the quantitative data. It can be seen as follows.

R : *Oke, sekarang Task 3 ya....* (OK. Let us move on Task 3.)

Ss : *Ya, Miss!* (OK, Miss.)

R : *Apakah Task 3 bisa membantu meningkatkan kemampuan kalian dalam mendengarkan?* (Could Task 3 help you to improve your listening skills?)

Ss : *Bisa!* (Yes, it could.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Next, the researcher then led the students to move on Task 3. This task was aimed to improve the students' listening skills. In this task, they were given a story about hobby. Then, the researcher started telling them the story using pictures. After that, they had to arrange the jumbled pictures based on the story they listened to. ... They could do this task successfully.

---

Field note of spoken cycle unit 3, February 9, 2012

The field note above shows that this task provided a listening practice. The students could do it successfully. It indicates that this task could help the students to improve their listening skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

In terms of input, the results of the evaluation questionnaire show that the mean value is 3.45 and it is categorized as 'Agree'. It means that the input in this task is interesting and comprehensible for the students. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Apakah cerita lisan pada Task 3 menarik?* (Was the spoken story in Task 3 interesting?)  
Ss : *Menarik!* (Yes, it was.)  
R : *Bisa dipahami tidak?* (Was it comprehensible?)  
Ss : *Bisa, Miss!* (Yes, it was, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the other two data. It can be seen as follows.

In this task, the students were given a story about hobby. Then, the researcher started telling them the story using pictures. The students listened to the story enthusiastically.... After they finished arranging the pictures, the researcher led them to check it together. They could do this task successfully.

---

Field note of spoken cycle unit 3, February 9, 2012

From the field note above, it can be seen that the students were enthusiastic to listen to the input (the spoken story). The data also show that they could arrange the jumbled pictures based on the story successfully. It indicates that the input was interesting and comprehensible. Based on the whole data it can be concluded that this component is appropriate.

- Procedure

In relation to the procedure, the results of the evaluation questionnaire show that the mean value is 3.55 and it is categorized as 'Strongly Agree'. It

means that the activities in this task were interesting for the students. The following interview excerpt supports the quantitative data.

R :*Apakah rangkaian kegiatan pada Task 3 menarik?* (Were the activities in Task 3 interesting?)

Ss :*Iya, Miss!* (Yes, they were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Next, the researcher then led the students to move on Task 3. In this task, they were given a story about hobby. Then, the researcher started telling them the story using pictures. The students listened to the story enthusiastically. After that, they had to arrange the jumbled pictures based on the story they listened to. After they finished arranging the pictures, the researcher led them to check it together.

---

Field note of spoken cycle unit 3, February 9, 2012

The field note above shows that the students did the activities enthusiastically. It indicates that they were interested in the procedure of this task.

Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In terms of setting, the results of the evaluation questionnaire show that the mean value is 3.31 and it is categorized as ‘Agree’. It means that they could do this task in the setting that had been determined (individually). The following interview excerpt supports the quantitative data.

R :*Apakah kalian bisa mengerjakan Task 3 secara sendiri-sendiri?* (Could you do Task 3 individually?)

Ss :*Bisa, Miss!* (Yes, we could, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the quantitative data and the interview results.

It can be seen as follows

After that, the students had to arrange the jumbled pictures based on the story they listened to. They did it individually. ... After they finished arranging the pictures, the researcher led them to check it together. They could do this task successfully.

---

Field note of spoken cycle unit 3, February 9, 2012

From the field note above, it can be seen that the students could do this task in the setting that had been determined (individually). Based on the whole data, it can be concluded that the setting of this task is appropriate.

- Learner Role

As shown in the table 4.99, the mean value for this component is 3.24 and it is categorized as 'Agree'. It means that the students were actively involved in doing this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian aktif dalam mengerjakan Task 3?* (Were you active in doing Task 3?)

Ss : *Iya, Miss!* (Yes, we were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

Next, the researcher then led the students to move on Task 3. The researcher started telling them the story using pictures. After that, they had to arrange the jumbled pictures based on the story they listened to. They were actively involved in doing the activities in this task.

---

Field note of spoken cycle unit 3, February 9, 2012

The field note above shows that the students were actively involved in doing the activities of this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

As shown in the table 4.99, the mean value for this component is 3.41 and it is categorized as 'Agree'. It means that the teacher played a role which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah guru membantu kalian dalam memahami materi pada task 3?* (Did the teacher help you to understand the materials in task 3?)

Ss : *Iya, Miss!* (Yes, she did, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the other two data. It can be seen as follows.

Then, the researcher started telling them the story using pictures. ... After the students finished arranging the pictures, the researcher led them to check it together.

---

Field note of spoken cycle unit 3, February 9, 2012

The data above show that the teacher (the researcher) helped the students to understand the materials (the spoken story) by telling the story using flashcards. She also led them to check their answers and discuss it together. In this task, she played a role as a facilitator. It was aimed to help the students to accomplish this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that the six components of Task 3 are appropriate. The results are shown in the following table.

Table 4.100: **The analysis of the components of Task 3 in Unit 3**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 3 could help the students to improve their listening skills.	Appropriate	-
<b>Input</b> The input of Task 3 was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 3 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 3 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 3. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role which could help the students to accomplish Task 3. She acted as a facilitator.	Appropriate	-

## d) Task 4

The results of the evaluation questionnaire of Task 4 can be seen in the following table.

Table 4.101: **The mean and category of Task 4 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	13	15	1	0	3.41	Agree
2	Input	9	18	2	0	3.24	Agree
3	Procedure	12	17	0	0	3.41	Agree
4	Setting	10	19	0	0	3.34	Agree
5	Learner role	13	16	0	0	3.45	Agree
6	Teacher role	14	12	3	0	3.38	Agree

To know whether this task is appropriate or not, the six components of task were analyzed. It can be seen as follows.

(1) Task Components Analysis

- Goal

The goal of Task 4 is to improve students' listening and reading skills. As shown in the table 4.101, the mean value of this component is 3.41 and it is categorized as "Agree". It means that this task could help the students to improve their listening and reading skills. The following interview excerpt supports the quantitative data.

R :*Oke. Task 4. Apakah Task 4 bisa meningkatkan kemampuan mendengarkan kalian?* (OK. Now is Task 4. Could Task 4 improve your listening skills?)

Ss :*Bisa!* (Yes, it could.)

R :*Bisa meningkatkan kemampuan kalian dalam membaca tidak?*(Could it improve your reading skills?)

Ss :*Bisa, Miss.* (Yes, it could, Miss.)

R :*Jadi pada Task ini kalian bisa berlatih mendengarkan sekaligus membaca, ya?* (So, this task could help you to improve your listening and reading skills, right?)

Ss :*Iya, Miss!* (That is right, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

In this task, the students read some statements and identified whether the statements were true or false based on the story they listened to. ... They could do this task well.

---

Field note of spoken cycle unit 3, February 9, 2012

The data above show that this task provided listening and reading practices. They had to listen to a story, read some statements, and then identify the statements based on the story they listened to. The data also show that they could do this task successfully. It means that this task could help the students to improve their listening and reading skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

As shown in the table 4.101, the mean value for this component is 3.24 and it is categorized as 'Agree'. It means that the input of this task was interesting and comprehensible for the students. The following interview excerpt supports the quantitative data.

R :*Apakah kalimat- kalimat pada Task 4 bisa dipahami?* (Were the sentences in Task 4 comprehensible?)

Ss :*Bisa dipahami, Miss!* (Yes, they were, Miss.)

R :*Menarik apa tidak?* (Were they interesting?)

Ss :*Menarik!* (Yes, they were.)

---

Interview transcript unit 3, February 11, 2012



The quantitative data and the interview results are supported by the following field note.

In this task, the students read some statements and identified whether the statements were true or false based on the story they listened to. ... They looked so enthusiastic. ... They could do this task successfully.

---

Field note of spoken cycle unit 3, February 9, 2012

From the field note above, it can be seen that the students were enthusiastic in identifying the inputs (the statements). They could do this task successfully. It indicates that the inputs were interesting and comprehensible. Based on the whole data it can be concluded that this component is appropriate.

- Procedure

As shown in the table 4.101, it can be seen that the mean value for this component is 3.41 and it is categorized as 'Agree'. It means that the activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah rangkaian kegiatan pada Task 4 menarik?* (Were the activities in Task 4 interesting?)

Ss : *Iya, Miss!* (Yes, they were, Miss.)

R : *Kalian senang?* (Were you happy?)

Ss : *Senang!* (Yes, we were.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the data above. It can be seen as follows.

In this task, the students read some statements and identified whether the statements were true or false based on the story they listened to. ... They looked so enthusiastic. Then, she led them to check their answer.

---

Field note of spoken cycle unit 3, February 9, 2012

The field note above shows that the students were enthusiastic in doing the activities in this task. It indicates that the procedure was interesting. It can be concluded that this component is appropriate.

- Setting

In terms of setting, the quantitative data show that the mean value is 3.34 and it is categorized as 'Agree'. It means that the students could do Task 4 in the setting that had been determined (individually.) The following interview excerpt supports the quantitative data.

R :*Apakah kalian bisa mengerjakan Task 4 secara sendiri- sendiri?* (Could you do Task 4 individually?)

Ss :*Bisa, Miss.* (Yes, we could, Miss.)

R :*Fani bisa nggak kemarin?* (Could you do it individually, Fani?)

Ss :*Bisa, Miss.* (Yes, I could, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The students read some statements and identified whether the statements were true or false based on the story they listened to. They did it individually. ... They could do this task well.

---

Field note of spoken cycle unit 3, February 9, 2012

From the field note above, it can be seen that the students could do this task in the setting that had been determined (individually). Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

In terms of learner role, table 4.101 shows that the mean value is 3.45 and it is categorized as 'Agree'. It means that the students were actively involved in doing this task. The following interview excerpt supports the quantitative data.

R : *Apakah kalian aktif dalam mengerjakan Task 4?* (Were you active in doing Task 4?)

Ss : *Ya, Miss!* (Yes, we were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

In doing this task, some of the students asked to the researcher about the meanings of some difficult words. The researcher helped them by giving the clues. They looked so enthusiastic. Then, she led them to check their answer. They could do this task well.

---

Field note of spoken cycle unit 3, February 9, 2012

The field note above shows the students were actively involved in doing this task. When they had difficulties in doing the task, they asked to the researcher. They did this task enthusiastically. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In terms of the teacher role, the results of the evaluation questionnaire show that the mean value is 3.38 and it is categorized as 'Agree'. It means that the teacher played an appropriate role that could help the students in accomplishing this task. The following interview excerpt supports the quantitative data.

- R : *Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan Task 4?* (Did the teacher help you when you found difficulties in doing Task 4?)
- Ss : *Iya!* (Yes, she did.)
- R : *Apakah yang dilakukan guru itu mempermudah kalian dalam mengerjakan Task 4? Menurutmu gimana, Nes?* (Did what the teacher did help you in doing Task 4? What do you think, Nes?)
- S3 : *Mempermudah, Miss.* (It was helpful, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the data above. It can be seen as follows.

In doing this task, some of the students asked to the researcher about the meanings of some difficult words. The researcher helped them by giving the clues.

---

Field note of spoken cycle unit 3, February 11, 2012

From the field note above, it can be seen that the teacher (the researcher) helped the students when they had difficulties. She acted as a facilitator. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that the six components of this task are appropriate. The conclusion can be seen in the following table.

**Table 4.102: The analysis of the components of Task 4 in Unit 3**

Component	Analysis	Revision
<b>Goal</b> Task 4 could help the students to improve their listening and reading skills.	Appropriate	-
<b>Input</b> The inputs of Task 4 were interesting and comprehensible.	Appropriate	-

<b>Procedure</b> The activities in Task 4 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 4 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 4. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role which could help the students to accomplish Task 4. She acted as an facilitator.	Appropriate	-

e) Task 5

The results of the evaluation questionnaire can be seen in the following table.

Table 4.103: **The mean and category of Task 5 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	11	18	0	0	3.38	Agree
2	Input	10	17	2	0	3.28	Agree
3	Procedure	15	13	1	0	3.48	Agree
4	Setting	13	15	1	0	3.41	Agree
5	Learner role	10	18	1	0	3.31	Agree
6	Teacher role	12	16	0	0	3.34	Agree

The six components of this task are analyzed as follows to know whether this task is appropriate or not.

(1) Task Components Analysis

- Goal

The goal of Task 5 is to improve students' listening skills. As shown in the table 4.103, the mean value for this component is 3.38 and it is categorized as "Agree". It means that this task could help the students to improve their listening skills. The interview results support the quantitative data. It can be seen as follows.

- R : *Apakah Task 5 bisa membantu meningkatkan kemampuan kalian dalam mendengarkan? Menurutmu gimana Hesti?* (Could Task 5 help you in improving your listening skills? What do you think, Hesti?)  
S4 : *Iya, bisa, Miss.* (Yes, it could, Miss.)  
R : *Yang lain, menurut kalian gimana? Task 5 bisa membantu meningkatkan kemampuan mendengarkan tidak?* (How about the others? What do you think? Could Task 5 improve your listening skills?)  
Ss : *Bisa!* (Yes, it could.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

In this task, the students listened to the story again then answered some questions based on the stories they listened to. ... After they finished doing this task, the researcher led them to discuss their answer together. They could do this task successfully.

---

Field note of spoken cycle unit 3, February 9, 2012

From the field note above, it can be seen that this task provided a listening practise. The students listened to a story and then answering some questions based on the story they listened to. The data also show that they could do the listening practice successfully. It indicates that this task could help the students to improve their listening skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

As shown in the table 4.103, the mean value for this component is 3.28 and it is categorized as 'Agree'. It means that the input was interesting and comprehensible for the students. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah cerita dan pertanyaan- pertanyaan pada Task 5 menarik?* (Were the story and the questions in Task 5 interesting?)  
 Ss : *Menarik!* (Yes, they were.)  
 R : *Bisa dipahami?* (Were they comprehensible?)  
 Ss : *Bisa, Miss!* (Yes, they were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

In this task, the students listened to the story again then answered some questions based on the stories they listened to. They did it individually. They were so enthusiastic. ... They could do this task successfully.

---

Field note of spoken cycle unit 3, February 9, 2012

Based on the field note above, it can be seen that the students were enthusiastic in answering the questions. The data also show that they could answer the questions successfully. It indicates that the inputs were interesting and comprehensible. Based on the whole data it can be concluded that this component is appropriate.

- Procedure

In terms of procedure, the results of the evaluation questionnaire show that the mean value is 3.48 and it is categorized as 'Agree'. It means that the

activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah rangkaian kegiatan pada Task 5 menarik?* (Was the procedure in Task 5 interesting?)

Ss : *Menarik, Miss!* (Yes, it was, Miss.)

R : *Menurutmu gimana Fen?* (What do you think, Fen?)

S2 : *Menarik, Miss.* (It was interesting, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the data above. It can be seen as follows.

In this task, the students listened to the story again then answered some questions based on the stories they listened to. After telling the story by using pictures, the researcher then asked the students to answer the questions. ... After they finished doing this task, the researcher led them to discuss their answer together. They were so enthusiastic in doing this task.

---

Field note of spoken cycle unit 3, February 11, 2012

The data above show that the students were enthusiastic in doing the activities in this task. It indicates that the procedure was interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the results of the evaluation questionnaire show that the mean value of this component is 3.41 and it is categorized as 'Agree'. It means that they could do Task 5 in the setting that had been determined (individually). The interview results support the quantitative data. It can be seen in the following excerpt.



R : *Apakah kalian bisa mengerjakan Task 5 secara individu?* (Could you do Task 5 individually?)

Ss : *Bisa, Miss!* (Yes, we could, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

The students did it individually. ... They could do this task successfully.

---

Field note of spoken cycle unit 3, February 9, 2012

The data above show that the students could accomplish this task in the setting that had been determined (individually). Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

As shown in the table 4.103, the mean value for this component is 3.31 and it is categorized as 'Agree'. It means that the students were actively involved in doing this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian aktif dalam mengerjakan Task 5?* (Were you active in doing Task 5?)

Ss : *Iya!* (Yes, we were.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

After Task 4 was successfully done, the researcher led the students to move on Task 5. In this task, the students listened to the story again then answered some questions based on the stories they listened to. They did it individually. After telling the story by using pictures, the researcher then asked the students to answer the questions. When they did this task, some of them asked the researcher

about the meaning of some difficult words. ... After they finished doing this task, the researcher led them to discuss their answers together. They were so enthusiastic in doing this task.

---

Field note of spoken cycle unit 3, February 9, 2012

The data above show that they were actively involved in doing this task. When they did not understand about something which was unclear, they asked to the researcher. They were active in doing the activities in this task. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In relation to the teacher role, the mean value for this component is 3.34 and it is categorized as 'Agree'. It means that the teacher played a role which could help the students in accomplishing this task. The following interview excerpt supports the quantitative data.

R : *Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)

Ss : *Iya, Miss!* (Yes, she did, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

When the students did this task, some of them asked the researcher about the meaning of some difficult words. The researcher helped them by giving clues.

---

Field note of spoken cycle unit 3, February 9, 2012

The data above show that the teacher (the researcher) helped the students when they had difficulties. She acted as a facilitator. It was aimed to help the

students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that the six components of this task are appropriate. The conclusion can be seen in the following table.

Table 4.104: **The analysis of the components of Task 5 in Unit 3**

Component	Analysis	Revision
<b>Goal</b> Task 5 could help the students to improve their listening skills.	Appropriate	-
<b>Input</b> The input of Task 5 was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 5 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 5 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved and it helped them in doing Task 5. She acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role which could help the students in accomplishing Task 5. She acted as a facilitator.	Appropriate	-

f) Task 6

The results of the evaluation questionnaire can be seen in the following table.

Table 4.105: **The mean and category of Task 6 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	15	12	2	0	3.45	Agree
2	Input	10	18	1	0	3.31	Agree
3	Procedure	11	17	1	0	3.34	Agree
4	Setting	14	15	0	0	3.48	Agree
5	Learner role	12	16	1	0	3.38	Agree
6	Teacher role	16	13	0	0	3.55	Strongly Agree

To know whether this task is appropriate or not, the six components of this task are analyzed. It can be seen as follows.

(1) Task Components Analysis

- Goal

The goal of Task 6 is to improve students' speaking skill. Table 4.105 shows that the mean value for this component is 3.45 and it is categorized as "Agree". It means that this task could help the students to improve their speaking skills. The following interview results support the quantitative data.

R :*Apakah Task 6 bisa membantu kalian dalam meningkatkan kemampuan berbicara?* (Could task 6 help you to improve your speaking skills?)

Ss :*Bisa, Miss!* (Yes, it could, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the quantitative data and the interview excerpt above. It can be seen as follows.

In this task, the students read a dialog and then answered the comprehension questions in pairs. ... After they already understood about what the dialog was about, they were asked to practise the dialog in pairs. ... They could do it well.

---

Field note of spoken cycle unit 3, February 9, 2012

The field note above shows that this task provided a speaking practice.

The data also show that they could do the speaking practice successfully. It indicates that this task could help the students to improve their speaking skills.

Based on the whole data, it can be concluded that this component is appropriate.

- Input

As shown in the table 4.105, the mean value for this component is 3.31 and it is categorized as 'Agree'. It means that the inputs were interesting and comprehensible for the students. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah dialog dan gambar pada Task 6 menarik?* (Were the dialog and the picture in Task 6 interesting?)

Ss : *Iya, Miss!* (Yes, they were, Miss.)

R : *Bisa dipahami nggak?* (Were they comprehensible?)

Ss : *Bisa!* (Yes, they were.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the other two data. It can be seen as follows.

In this task, the students read a dialog and then answered the comprehension questions in pairs. They did it enthusiastically. Then, the researcher led them to check their answers. Most of the students could answer the questions correctly.

---

Field note of spoken cycle unit 3, February 9, 2012

Based on the data above, it can be seen that the students were enthusiastic in reading the input (the dialog). They could answer the comprehension questions correctly. It indicates that the input were interesting and comprehensible for the

students. Based on the whole data it can be concluded that this component is appropriate.

- Procedure

In terms of procedure, the table 4.105 shows that the mean value is 3.34 and it is categorized as 'Agree'. It means that the activities in this task were interesting for the students. The following interview excerpt supports the quantitative data.

- R :*Apakah rangkaian kegiatan pada Task 6 menarik?* (Were the activities in Task 6 interesting?)  
Ss :*Iya, Miss!* (Yes, they were, Miss.)  
R :*Kalian suka tidak?* (Did you like the activities in this task?)  
S4 :*Suka sekali.* (I liked it so much.)  
R :*Mengapa?* (Why did you like it?)  
S4 :*Ehm...karena bisa berlatih berbicara, Miss.* (Because I could practise speaking English, Miss.)

---

Interview transcript unit 3, February 11, 2012

The following field note also supports the quantitative data and the interview excerpt above.

In this task, the students read a dialog and then answered the comprehension questions in pairs. They were actively involved in doing it. Then, the researcher led them to check their answers. ... After they already understood about what the dialog was about, they were asked to practise the dialog in pairs. ... They could do it well.

---

Field note of spoken cycle unit 3, February 9, 2012

The data above shows that the students did the activities in this task enthusiastically. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

As shown in the table 4.105, the mean value for this component is 3.48 and it is categorized as 'Agree'. It means that they could do this task in the setting that had been determined (in pairs). The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian bisa mengerjakan Task 6 secara berpasangan?* (Could you do Task 6 in pairs?)

Ss : *Bisa, Miss.* (Yes, we could, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the data above. It can be seen as follows.

In this task, the students had to work in pairs. ... They could do it successfully.

Field note of spoken cycle unit 3, February 9, 2012

From the data above, it can be seen that the students could accomplish this task in the setting that had been determined (in pairs). Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

˘ In terms of learner role, table 4.105 shows that the mean value is 3.38 and it is categorized as 'Agree'. It means that the students were actively involved in doing this task. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Apakah kalian aktif dalam mengerjakan Task ini?* (Were you active in doing this task?)

Ss : *Iya, Miss!* (Yes, we were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the quantitative data and the interview excerpt above. It can be seen as follows.

In this task, the students read a dialog and then answered the comprehension questions in pairs. They were actively involved in doing it. Then, the researcher led them to check their answers. They looked enthusiastic in doing the activities in this task.

---

Field note of spoken cycle unit 3, February 9, 2012

Based on the field note above, it can be seen that they were actively involved in doing the activities in this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

As shown in the table 4.105, the mean value is 3.55 and it is categorized as ‘Strongly Agree’. It means that the teacher played a role which could help the students to accomplish this task. The interview results support the quantitative data. It can be seen in the following excerpt.

R : *Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)

Ss : *Iya, Miss.* (Yes, she did, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the data above. It can be seen as follows.

Then, the researcher led the students to check their answers. ... After checking their answers, the researcher led them to discuss what the dialog was about. After they already understood about what the dialog was about, they were asked to practise the dialog in pairs. The researcher walked round the class to observe the students. She also helped them when they found difficulties.

---

Field note of spoken cycle unit 3, February 9, 2012



Based on the data above, it can be seen that the teacher (the researcher) acted as a facilitator. It was aimed to help the students in accomplishing this task. It can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that the six components of this task are appropriate. The conclusion can be seen in the following table.

Table 4.106: **The analysis of the components of Task 6 in Unit 3**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 6 could improve the students' speaking skills.	Appropriate	-
<b>Input</b> The inputs of Task 6 (the dialog and picture) were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The procedure of Task 6 was interesting.	Appropriate	-
<b>Setting</b> The students could do Task 6 in the setting that had been determined (in pairs).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing this task. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role which could help the students in accomplishing Task 6.	Appropriate	-

g) Task 7

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.107: **The mean and category of Task 7 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	9	19	1	0	3.28	Agree
2	Input	15	13	1	0	3.48	Agree
3	Procedure	17	11	1	0	3.55	Strongly Agree
4	Setting	12	15	2	0	3.34	Agree
5	Learner role	14	15	0	0	3.48	Agree
6	Teacher role	16	12	1	0	3.52	Agree

To know whether this task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) Task Components Analysis

- Goal

The goal of Task 7 is to improve students' speaking skills. Table 4.107 shows that the mean value for this component is 3.28 and it is categorized as "Agree". It means that this task could help the students to improve their speaking skills. The following interview excerpt supports the quantitative data.

R :*Apakah Task 7 bisa membantu meningkatkan kemampuan berbicara kalian?*  
(Could task 7 help you to improve your speaking skills?)

Ss :*Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the quantitative data and the interview excerpt above. It can be seen as follows.

The students walked round the class and did a class survey. ... The students could play the game well. They could ask about like and dislike each other in English.

---

Field note of spoken cycle unit 3, February 9, 2012

The data above show that this task provided a speaking practice for the students. The students could improve their speaking skills by doing the survey game. It can be concluded that this component is appropriate.

- Input

In terms of input, table 4.107 shows that the mean value is 3.48 and it is categorized as 'Agree'. It means that the input was interesting and comprehensible for the students. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah dialog bergambar pada Task 7 bisa dipahami?* (Was the pictured dialog in Task 7 comprehensible?)

Ss : *Bisa, Miss.* (Yes, it was, Miss.)

R :*Menarik apa tidak?* (Was it interesting?)

S3 :*Sangat menarik, Miss.* (It was very interesting, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the quantitative data and the interview excerpt above. It can be seen as follows.

The researcher asked the students to read the pictured dialog and then led them to discuss what the dialog was about. They did it enthusiastically. Then she gave them some questions related to the dialog. There were many students who could answer the researcher's questions.

---

Field note of spoken cycle unit 3, February 9, 2012

The data above show that the students were enthusiastic in reading the input (the pictured dialog). The data also show that the students could answer the researcher's questions. It indicates that the input was interesting and comprehensible. Based on the whole data, it can be concluded that the input is appropriate.

- Procedure

Table 4.107 shows that the mean value is 3.55 and it is categorized as 'Strongly Agree'. It means that the activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah rangkaian kegiatan pada Task 7 menarik?* (Were the activities in Task 7 interesting?)  
 Ss :*Menarik!* (Yes, they were.)  
 R :*Mengapa?* (Why?)  
 S4 :*Gayeng, Miss. Hehe...* (It was fun, Miss. Hehe....)

---

Interview transcript unit 3, February 11, 2012

The field note supports the other two data. It can be seen as follows.

In this task, the students played 'Survey Game'. The researcher asked them to read the pictured dialog and then led them to discuss what the dialog was about. Then she gave them some questions related to the dialog. They were so enthusiastic in learning and discussing the dialog. She explained about the expressions in the dialog. Before the game was begun, the researcher explained the rules of the game. She also gave examples how to play the game. Next, she asked them to start the game. They were so enthusiastic in playing this game.

---

Field note of spoken cycle unit 3, February 9, 2012

From the field note above it can be seen that the students were enthusiastic in doing the activities in this task. It indicates that the procedure of this task was

interesting. Based on the whole data it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data (table 4.107) show that the mean value is 3.34 and it is categorized as 'Agree'. It means that the students could accomplish this task in the setting that had been determined (in whole class). The field note supports the quantitative data. It can be seen as follows.

Next, she asked them to start the game. This game was done in whole class. ... The students could play the game well. They could ask about like and dislike each other in English.

---

Field note of spoken cycle unit 3, February 9, 2012

The field note above shows that the students could do this task in the setting that had been determined (in whole class). Although the quantitative data and the field note show that the setting is appropriate, the interview results show a different fact. It can be seen as follows.

R :*Apakah kalian bisa melakukan permainan 'guessing game' pada Task ini bareng bareng dengan teman sekelasmu?* (Could you play the guessing game in whole class?)

Ss :*Bisa, Miss.* (Yes, we could, Miss.)

R :*Pilih bareng-bareng dengan teman satu kelas atau berkelompok?* (Which do you prefer, doing it in whole class or in groups?)

S3 :*Enak berkelompok saja, Miss.* (It is better to do it in groups, Miss.)

R :*Mengapa?* (Why?)

S3 :*Anu...biar nggak terlalu gaduh, Miss.* (Err..in order to be not too noisy, Miss.)

---

Interview transcript unit 3, February 11, 2012

The data above shows that in terms of setting, the students prefer to do the task in groups. Because one of the data (the interview results) show that the students prefer to do this task in groups, it can be concluded that this component is inappropriate. The setting should be changed from in whole class into in groups.

- Learner Role

Table 4.107 shows that the mean value for this component is 3.48 and it is categorized as 'Agree'. It means that the students were actively involved in doing this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian aktif dalam melakukan permainan 'guessing game' pada Task 7?* (Were you active in doing the guessing game in Task 7?)  
 Ss : *Iya!* (Yes, we were.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the other two data. It can be seen as follows.

The students were so enthusiastic in learning and discussing the dialog. ... Next, she asked them to start the game. This game was done in whole class. They were so enthusiastic in playing this game.

---

Field note of spoken cycle unit 3, February 9, 2012

The data above show that the students were actively involved in doing this task. They were active in learning and discussing the dialog. They were also enthusiastic in playing the game in this task. They acted as active learners. It can be concluded that this component is appropriate.

- Teacher Role

Table 4.107 shows that the mean value for this component is 3.52 and it is categorized as 'Agree'. It means that the teacher played an appropriate role which could help them to accomplish this task. The interview results support the quantitative data.

R : *Apakah guru membantu kalian jika kalian mengalami kesulitan pada Task ini?* (Did the teacher help you when you had difficulties in doing this task?)  
 Ss : *Iya.* (Yes, she did.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the quantitative data and the interview excerpt above. It can be seen as follows.

The researcher asked the students to read the pictured dialog and then led them to discuss what the dialog was about. Then she gave them some questions related to the dialog. ... She explained about the expressions in the dialog. Before the game was begun, the researcher explained the rules of the game. She also gave examples how to play the game. ... The researcher also walked round the class to observe them. She helped the students who had difficulties.

---

Field note of spoken cycle unit 2, February 4, 2012

The field note above shows that the teacher (the researcher) acted as a facilitator. She facilitated the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the analysis, it can be concluded that there is one component which is inappropriate. The conclusion can be seen in the following table.

Table 4.108: **The analysis of the components of Task 7 in Unit 3**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 7 could help the students to improve their speaking skills.	Appropriate	-
<b>Input</b> The input of Task 7 (the pictured dialog) was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 7 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 7 in the setting that had been determined (in whole class).	Inappropriate	The setting should be changed into in groups.
<b>Learner role</b> The students were actively involved in doing Task 7. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students in accomplishing Task 7. She acted as a facilitator.	Appropriate	-

h) Task 8

The results of the evaluation questionnaire can be seen in the following table.

Table 4.109: **The mean and category of Task 8 of Unit 3**

<b>No</b>	<b>Components</b>	<b>Score</b>				<b>Mean Value</b>	<b>Category</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
1	Goal	15	13	1	0	3.48	Agree
2	Input	11	17	1	0	3.34	Agree
3	Procedure	8	19	2	0	3.21	Agree
4	Setting	13	15	1	0	3.41	Agree
5	Learner role	10	16	3	0	3.24	Agree
6	Teacher role	11	18	0	0	3.38	Agree



To know whether this task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) Task Components Analysis

- Goal

The goal of Task 8 is to improve students' speaking skills. Table 4.109 shows that the mean value for this component is 3.48 and it is categorized as "Agree". It means that this task could help the students to improve their speaking skills. The following interview excerpt supports the quantitative data.

- R : *Apakah Task 8 bisa membantu meningkatkan kemampuan berbicara kalian?*  
(Could Task 8 help you to improve your speaking skills?)  
Ss : *Bisa, Miss.* (Yes, it could.)  
R : *Mengapa? Agnes?* (Why? What do you think, Agnes?)  
S4 : *Ehm... karena bisa berlatih berbicara di depan kelas, Miss.* (Because we could practise speaking in front of the class, Miss.)  
R : *Oke.* (OK.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the other two data. It can be seen as follows.

The students came in front of the class one by one to speak in English. There were many students who could do it well.

---

Field note of spoken cycle unit 3, February 9, 2012

The data above show that this task provided a speaking practice for the students. The data also show that they could do it successfully. It means that this task could help the students to improve their speaking skills. Based on the whole data it can be concluded that this component is appropriate.

- Input

In terms of input, the mean value is 3.34 and it is categorized as ‘Agree’.

It means that the input of this task was interesting and comprehensible for the students. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah gambar dan kalimat-kalimat pada Task 8 menarik?* (Were the picture and the sentences in Task 8 interesting?)

Ss :*Menarik, Miss.* (It was interesting, Miss.)

R :*Mengapa kok menarik?* (What made it interesting?)

S1 :*Gambarnya lucu dan berwarna.* (The picture was so funny and colorful.)

R :*Bisa dipahami tidak itu kalimat-kalimatnya?* (Were the sentences comprehensible?)

Ss :*Bisa, Miss.* (Yes, they were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the data above. It can be seen as follows.

Then, the researcher asked the students to learn the picture and the sentences in Task 8. They looked enthusiastic to learn the picture and the sentences. After that, she gave some questions related to the materials. They could answer the researcher questions.

---

Field note of spoken cycle unit 3, February 9, 2012

From the field note above, it can be seen that the students were enthusiastic in learning the inputs (the picture and the sentences). The data also show that the students could answer the researcher questions about the inputs. It indicates that the inputs were interesting and comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

Table 4.109 shows that the mean value for this component is 3.21 (categorized as ‘Agree’). It means that the activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah rangkaian kegiatan pada Task 8 menarik?* (Was the procedure in Task 8 interesting?)  
 Ss :*Menarik, Miss.* (Yes, it was, Miss.)  
 R :*Nindi, menurut kamu gimana?* (What do think, Nindi?)  
 S5 :*Menarik, Miss* (It was interesting, Miss.)  
 R :*Suka?* (Did you like it?)  
 S5 :*Iya, Miss.* (Yes, we did.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the quantitative data and the interview excerpt above. It can be seen as follows.

Firstly, the researcher explained what the students had to do in this task. Then, she asked them to learn the picture and the sentences in Task 8. They looked enthusiastic to learn the picture and the sentences. After that, she gave some questions related to the materials. She also gave an example how to express the expression of like and dislike. Next, she asked one of the students to do as what she did. Then, she gave feedback and compliment to her. After the students understood about the materials, she asked the students to speak in front of the class. They told the class about their hobbies and their friends’ hobbies. They looked enthusiastic in doing the activities of this task.

---

Field note of spoken cycle unit 3, February 9, 2012

From the data above, it can be seen that the students were enthusiastic in doing the activities of this task. It indicates that the procedure of this task was interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation of setting, table 4.109 shows that the mean value is 3.41 and it is categorized as 'Agree'. It means that they could do this task in the setting that had been determined (individually). The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian bisa berbicara di depan kelas satu per satu seperti kemarin?*  
(Could you speak in front of the class one by one yesterday?)  
Ss : *Bisa, Miss.* (Yes, we could, Miss.)  
R : *Jadi, nggak masalah ya....* (So, it was okay if you did it individually, right?)  
Ss : *Iya, Miss!* (Yes, it was, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After the students understood about the materials, the researcher asked the students to speak in front of the class. They told the class about their hobbies and their friends' hobbies. They did it individually. They came in front of the class one by one to speak in English. Most of the students could do it well.

---

Field note of spoken cycle unit 3, February 9, 2012

From the field note above, it can be seen that the students could accomplish this task in the setting that had been determined (individually). Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

Table 4.109 shows that the mean value for this component is 3.24 and it is categorized as 'Agree'. It means that the students were actively involved in doing the activities of this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah kalian aktif dalam mengerjakan Task ini?* (Were you active in doing this task?)

Ss : *Iya, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the other two data. It can be seen as follows.

Then, the researcher asked the students to learn the picture and the sentences in Task 8. After that, she gave some questions related to the materials. ... After the students understood about the materials, she asked the students to speak in front of the class. They told the class about their hobbies and their friends' hobbies. They did it individually. They came in front of the class one by one to speak in English. They looked enthusiastic in doing the activities of this task.

---

Field note of spoken cycle unit 3, February 9, 2012

The field note shows that the students were actively involved in doing the activities of this task. They learnt the inputs and then spoke in front of the class. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In relation to the teacher role, the quantitative data show that the mean value is 3.38 and it is categorized as 'Agree'. It means that the teacher played a role which could help them to accomplish this task. The following interview results support the quantitative data.

R : *Apakah guru bisa memberikan penjelasan secara jelas?* (Could the teacher explain clearly?)

Ss : *Bisa.* (Yes, she could.)

R : *Menurut Antin gimana, penjelasan guru pada Task ini jelas tidak?* (What do you think, Antin? Was the teacher's explanation in this task clear?)

S6 : *Jelas Miss.* (It was clear, Miss.)

R : *Apakah guru membantu kalian ketika kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)

S6 : *Iya, Miss!* (Yes, she did, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

Firstly, the researcher explained what the students had to do in this task. She also gave an example how to express the expression of like and dislike. Next, she asked one of the students to do as what she did. Then, she gave feedback and compliment to her. ... She also helped them when they had difficulties.

Field note of spoken cycle unit 3, February 9, 2012

From the data above, it can be seen that the teacher tried to explain the materials to the students by giving an example to them. She also helped the students when they had difficulties. It means that she acted as a facilitator. It was aimed to help them in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the analysis, it can be concluded that all of the components of this task are appropriate. The conclusion can be seen in the following table.

Table 4.110: **The analysis of the components of Task 8 in Unit 3**

Component	Analysis	Revision
<b>Goal</b> Task 8 could help the students to improve their speaking skills.	Appropriate	-
<b>Input</b> The inputs of Task 8 (the picture and the sentences) were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 8 were interesting.	Appropriate	-
<b>Setting</b> The students could do task 8 in the setting that had been determined (individually).	Appropriate	-

<b>Learner role</b> The students were actively involved in doing Task 8. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students in doing the activity in Task 8. She acted as a facilitator.	Appropriate	-

i) Task 9

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.111: **The mean and category of Task 9 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	9	19	1	0	3.28	Agree
2	Input	10	18	1	0	3.31	Agree
3	Procedure	14	15	0	0	3.48	Agree
4	Setting	8	19	2	0	3.21	Agree
5	Learner role	12	16	1	0	3.38	Agree
6	Teacher role	11	17	1	0	3.34	Agree

To know whether this task is appropriate or not, the detailed analysis on the task components is given as follows.

(1) Task Components Analysis

- Goal

The goal of Task 9 is to improve students' reading skills. The mean value for this component is 3.28 and it is categorized as "Agree". It means that this task

could help the students to improve their reading skills. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah Task 9 bisa membantu kalian dalam meningkatkan kemampuan membaca,khususnya untuk membaca nyaring?* (Could Task 9 improve your reading skills, especially in reading aloud?)

Ss :*Iya, Miss.* (Yes, it could.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

This task was aimed to improve students' reading skills. The students had to be able to read the letter in the correct intonation and pronunciation. ... Next, the researcher asked them to read it aloud together. They were so enthusiastic to read the letter. Then she asked some students to read it one by one. They could do it well.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that this task provided a reading practice. They were prompted to be able to read a text aloud in the correct intonation and pronunciation. The data also show that they could do the reading practice well. It means that this task could help the students to improve their reading skills. Based on the whole data it can be concluded that this component is appropriate.

- Input

Table 4.111 shows that the mean value for this component is 3.31 and it is categorized as 'Agree'. It means that the input of this task was interesting and comprehensible. The interview results support the quantitative data. It can be seen in the following excerpt.



R :*Apakah surat pribadi pada Task 9 bisa dipahami?* (Was the personal letter in Task 9 comprehensible?)  
 Ss :*Bisa.* (Yes, it was.)  
 R :*Bagaimana Tin, menurutmu?* (What do you think, Antin?)  
 S6 :*Bisa dipahami, Miss.* (It was comprehensible, Miss.)  
 R :*Menarik apa tidak?* (Was it interesting?)  
 S6 :*Menarik!* (Yes, it was.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

There was a personal letter in this task. ... The students were so enthusiastic to read the letter. Then, the researcher asked some students to read it one by one. They could do it well.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that the students were enthusiastic to read the input (the personal letter). The data also show that they could do it well. It indicates that the input was interesting. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

As shown in the table 4.111, the mean value of this component is 3.48 and it is categorized as 'Agree'. It means that the activities in this task were interesting for the students. The following interview results support the quantitative data.

R :*Apakah rangkaian kegiatan pada Task 9 menarik?* (Were the activities in Task 9 interesting?)  
 Ss :*Iya, Miss.* (Yes, they were, Miss.)  
 R :*Kalian suka?* (Did you like it?)  
 Ss :*Suka!* (Yes, we did.)

---

Interview transcript unit 3, February 9, 2012

The field note supports the other two data. It can be seen as follows.

Firstly, the researcher explained the students about what they had to do in this task. There was a personal letter in this task. The students had to be able to read the letter in the correct intonation and pronunciation. Thus, the researcher gave an example. She read the letter while the students read it. After that, she read the letter again sentence by sentence and the students repeat after her. Next, she asked them to read it aloud together. They were so enthusiastic to read the letter.

---

Field note of written cycle unit 3, February 11, 2012

From the field note, it can be seen that the students were enthusiastic in doing the activities of this task. It indicates that the procedure of this task was interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.21 and it is categorized as 'Agree'. It means that they could do this task in the setting that had been determined (in whole class and individually). The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian mengalami kesulitan saat membaca nyaring secara bersama-sama?* (Did you feel difficult when you read the text aloud together?)

Ss :*Tidak, Miss.* (No, we did not, Miss.)

R :*Kalau pas disuruh baca sendiri- sendiri gimana? Menurutmu sulit apa tidak, Nin?* (How about when you were asked to read it aloud one by one? What do you think, Nin? Was it difficult?)

S5 :*Iya, agak sulit, Miss.* (Yes, it was rather difficult, Miss.)

R :*Tapi kan dibantu guru...jadi nggak apa-apa kan kalo kalian diminta membaca nyaring satu per satu?* (But the teacher helped you, right? So it was not a matter if you were asked to read it aloud one by one, right?)

Ss :*Iya, Miss.* (That is right, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

There was a personal letter in this task. ... Next, the researcher asked the students to read it aloud together. They were so enthusiastic to read the letter. Then she asked some students to read it one by one. They could do it well.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the students could accomplish this task in the setting that had been determined. Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

As shown in the table 4.111, the mean value for this component is 3.38 and it is categorized as 'Agree'. It means that the students were actively involved in doing this task. The following interview excerpt supports the quantitative data.

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 9?* (Were you active in doing the activities in Task 9?)

Ss : *Iya, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the other two data. It can be seen as follows.

There was a personal letter in this task. The students had to be able to read the letter in the correct intonation and pronunciation. Thus, the researcher gave an example. She read the letter while the students read it. After that, she read the letter again sentence by sentence and the students repeat after her. ... They were so enthusiastic to read the letter. Then she asked some students to read it one by one.

---

Field note of written cycle unit 3, February 11, 2012

The field note above show that the students were actively involved in doing the activities of this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

In relation to the teacher role, table 4.111 shows that the mean value is 3.34 and it is categorized as 'Agree'. It means that the teacher played a role which could help them to do this task. The interview results support the quantitative data. It can be seen as follows.

R : *Apakah guru memberikan contoh dalam membaca nyaring pada Task 9?*  
(Did the teacher give you examples to read aloud in Task 9?)

Ss : *Iya, Miss.* (Yes, she did, Miss.)

R : *Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)

Ss : *Iya!* (Yes, she did.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The students had to be able to read the letter in the correct intonation and pronunciation. Thus, the researcher gave an example. She read the letter while the students read it. After that, she read the letter again sentence by sentence and the students repeat after her. She helped some students who had difficulties in pronouncing some words.

---

Field note of written cycle unit 3, February 11, 2012

From the data above, it can be seen that the teacher (the researcher) acted as a facilitator. She gave an example to the students and helped them when they had difficulties. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

(2) Conclusion

Based on the analysis, it can be concluded that the six components of this task are appropriate. The conclusion can be seen in the following table.

Table 4.112: **The analysis of the components of Task 9 in Unit 3**

Component	Analysis	Revision
<b>Goal</b> Task 9 could help the students to improve their reading skills.	Appropriate	-
<b>Input</b> The input of Task 9 (the personal letter) was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities of Task 9 were interesting.	Appropriate	-
<b>Setting</b> The students could do task 9 in the setting that had been determined.	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 9. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students to doing Task 9. She acted as a facilitator.	Appropriate	-

j) Task 10

The results of the evaluation questionnaire data can be seen in the following table.

Table 4.113: **The mean and category of Task 10 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	12	17	0	0	3.41	Agree

2	Input	14	15	0	0	3.48	Agree
3	Procedure	10	17	2	0	3.28	Agree
4	Setting	15	12	2	0	3.45	Agree
5	Learner role	9	19	1	0	3.28	Agree
6	Teacher role	11	16	2	0	3.31	Agree

To know whether this task is appropriate or not, the six components of this task are analyzed. The analysis is given as follows.

(1) Task Components Analysis

- Goal

The goal of Task 10 is to help the students to improve their reading skills. As shown in the table 4.113, the mean value for this component is 3.41 and it is categorized as “Agree”. It means that this task could help the students to improve their reading skills. The following interview excerpt supports the quantitative data.

R :*Apakah Task 10 bisa membantu dalam meningkatkan kemampuan membaca kalian?* (Could Task 10 help you to improve your reading skills?)  
Ss :*Bisa.* (Yes, it could.)  
R :*Menurutmu gimana, Fen?* (What do you think, Fen?)  
S2 :*Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Task 10 was aimed to improve students’ reading skills. In this task, the students had to read five sentences. Then they identified whether the sentences were true or false based on the personal letter that they had read. ... They could do it successfully.

---

Field note of written cycle unit 3, February 11, 2012

From the data above, it can be seen that this task provided a reading practice. The students were required to be able to identify some sentences based on the text they read. The data also show that they could do the reading practice successfully. It means that this task could help the students to improve their reading skills. Based on the whole data it can be concluded that this component is appropriate.

- Input

As shown in the table 4.113, the mean value for this component is 3.48 and it is categorized as 'Agree'. It means that the input of this task was interesting and comprehensible. The interview results support the quantitative data. It can be seen as follows.

- R :*Apakah kalimat- kalimat pada Task 10 bisa dipahami?* (Were the sentences in Task 10 comprehensible?)  
 Ss :*Bisa!* (Yes, they were.)  
 R :*Menurutmu gimana, Hes? Bisa dipahami nggak?* (What do you think, Hes? Were they comprehensible?)  
 S4 :*Bisa, Miss.* (Yes, they were, Miss.)  
 R :*Menarik apa tidak?*(Were they interesting?)  
 S4 :*Menarik!* (Yes, they were.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the data above. It can be seen as follows.

The students were asked to read five sentences in this task. Then they identified whether the sentences were true or false based on the personal letter that they had read. ... They looked enthusiastic to do it. After some minutes, the researcher led them to check their answer together. They could do it successfully.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that the students were enthusiastic to read the inputs (the sentences). The data also show that they could identify the sentences successfully. It indicates that the inputs were interesting and comprehensible for the students. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Procedure

Table 4.113 shows that the mean value for this component is 3.28 and it is categorized as 'Agree'. It means that the activities in this task were interesting for the students. The following interview except supports the quantitative data.

- R :*Apakah rangkaian kegiatan pada Task 10 menarik?* (Were the activities in Task 10 interesting?)  
Ss :*Iya, Miss.* (Yes, they were, Miss.)  
R :*Menurutmu gimana, Fani?* (What do you think, Fani?)  
S1 :*Menarik, Miss.* (They were interesting, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After that, the researcher asked the students to move on Task 10. In this task, the students had to read five sentences. Then they identified whether the sentences were true or false based on the personal letter that they had read. They looked enthusiastic to do it.

---

Field note of spoken cycle unit 3, February 11, 2012

The data above show that the students were enthusiastic to do the activities in this task. It indicates that the procedure was interesting for the students. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.



- Setting

In terms of the setting, the quantitative data show that the mean value for this component is 3.45 and it is categorized as 'Agree'. It means that they could do this task in the setting that had been determined (individually). The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian bisa mengerjakan task ini secara sendiri- sendiri?* (Could you do this task individually?)  
 Ss :*Bisa!* (Yes, we could.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the other two data. It can be seen as follows.

The students did it individually. ... After some minutes, the researcher led them to check their answer together. They could do it successfully.

---

Field note of spoken cycle unit 3, February 11, 2012

The field note above shows that the students could accomplish this task in the setting that had been determined (individually). Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

The mean value for this component is 3.28 and it is categorized as 'Agree'. It means that the students were actively involved in doing this task. The following interview excerpt supports the quantitative data.

R :*Apakah kalian aktif dalam mengerjakan task ini?* (Were you active in doing this task?)  
 Ss :*Iya, Miss.* (Yes, we were.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

In this task, the students had to read five sentences. Then they identified whether the sentences were true or false based on the personal letter that they had read. ... After some minutes, the researcher led them to check their answer together. The students were actively involved during this task was done.

---

Field note of written cycle unit 3, February 11, 2012

From the field note, it can be seen that the students were actively involved during this task was done. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

As shown in the table 4.113, the mean value for this component is 3.31 and it is categorized as 'Agree'. It means that the teacher played roles which could help them to do this task. The following interview excerpt supports the quantitative data.

R : *Apakah guru memantau kalian saat kalian mengerjakan Task 10?* (Did the teacher observe you when you do Task 10?)

Ss : *Iya!* (Yes, she did.)

R : *Apakah guru membantu kalian jika kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)

Ss : *Iya, Miss.* (Yes, she did, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The researcher observed and helped those who had difficulties.

---

Field note of spoken cycle unit 3, February 11, 2012

From the data above, it can be seen that the teacher (the researcher) acted as an observer and a facilitator in this task. She observed and helped the students when they had difficulties. It was aimed to help the students to accomplish this task. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the analysis, it can be concluded that the six components of this task are appropriate. The conclusion can be seen in the following table.

Table 4.114: **The analysis of the components of Task 10 in Unit 3**

Component	Analysis	Revision
<b>Goal</b> Task 10 could help the students to improve their reading skills.	Appropriate	-
<b>Input</b> The inputs of Task 10 (the sentences) were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 10 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 10 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 10. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played roles which could help the students to accomplish Task 10. She acted as an observer and a facilitator.	Appropriate	-

k) Task 11

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.115: **The mean and category of Task 11 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	11	18	0	0	3.38	Agree
2	Input	10	17	2	0	3.28	Agree
3	Procedure	7	21	1	0	3.21	Agree
4	Setting	15	14	0	0	3.52	Agree
5	Learner role	12	16	1	0	3.38	Agree
6	Teacher role	10	19	0	0	3.34	Agree

To know whether this task is appropriate or not, the components of this task are analyzed. The analysis is given as follows.

(1) Task Components Analysis

- Goal

The goal of Task 11 is to improve the students' reading skills. The mean value for this component is 3.38 and it is categorized as "Agree". It means that this task could help the students to improve their reading skills. The following interview excerpt supports the quantitative data.

- R :*Apakah Task 11 bisa membantu dalam meningkatkan kemampuan membaca kalian?* (Could Task 11 help you to improve your reading skills?)  
 Ss :*Iya, Miss.* (Yes, it could, Miss.)  
 R :*Menurut kamu gimana, Nes?* (What do you think, Nes?)  
 S3 :*Bisa, Miss.* (Yes, it could, Miss.)  
 R :*Bisa apa hayo?* (What do you mean?)
-

S3 :*Bisa...anu...meningkatkan kemampuan membaca.* (It could improve my reading skill.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

This task was aimed to improve students' reading skills. The students were given five questions. They answered the questions briefly based on the personal letter they read. ... Some minutes later, she led them to check their answers. The students could do this task successfully.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that this task provided a reading practice. The students were prompted to answer some questions based on the text they read. It means that this task could help the students to improve their reading skills. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Input

Table 4.115 shows that the mean value for this component is 3.28 and it is categorized as 'Agree'. It means that the inputs of this task (the sentences) were interesting and comprehensible. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalimat- kalimat pada Task 11 bisa dipahami?* (Were the sentences in Task 11 comprehensible?)

Ss :*Bisa.* (Yes, they were.)

R :*Menarik atau tidak?* (Were they interesting?)

Ss :*Menarik!* (Yes, they were.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

Then, the researcher asked the students to move on Task 11. This task was aimed to improve students' reading skills. The students were given five questions. They answered the questions briefly based on the personal letter they read. They looked enthusiastic to do it. ... Some minutes later, she led them to check their answers. The students could do this task successfully.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that the students were enthusiastic in comprehending and answering the questions. The data also show that they could answer the questions successfully. It indicates that the inputs were interesting and comprehensible for the students. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Procedure

As shown in the table 4.115, the mean value for this component is 3.21 and it is categorized as 'Agree'. It means that the activities in this task were interesting for the students. The following interview excerpt supports the quantitative data.

R :*Apakah rangkaian kegiatan pada Task 11 menarik?* (Were the activities in Task 11 interesting?)

Ss :*Iya.* (Yes, they were.)

R :*Menurutmu gimana, Fendi?* (What do you think, Fendi?)

S2 :*Menarik, Miss.* (Those were interesting, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the other two data. The students were enthusiastic to do the activities in this task. It can be seen as follows.

The students answered the questions briefly based on the personal letter they read. They looked enthusiastic to do it.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the students were interesting with the activities in this task. They did it enthusiastically. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Setting

In relation to the setting, the quantitative data show that the mean value is 3.52 and it is categorized as 'Agree'. It means that they could do this task in the setting that had been determined (individually). The following interview excerpt supports the quantitative data.

R : *Apakah kalian mengerjakan task 11 secara sendiri- sendiri?* (Did you do Task 11 individually?)

Ss : *Iya, Miss.* (Yes, we did.)

R : *Bisa tidak mengerjakan sendiri-sendiri?* (Could you do it individually?)

Ss : *Bisa!* (Yes, we could.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

In this task, the students worked individually. ... The students could do this task successfully.

---

Field note of written cycle unit 3, February 11, 2012

From the data above, it can be seen that the students could accomplish this task in the setting that had been determined (individually). Based on the three data, it can be concluded that this component is appropriate.

- Learner Role

Table 4.115 shows that the mean value for this component is 3.38 and it is categorized as 'Agree'. It means that the students were actively involved in doing this task. The interview excerpt supports the quantitative data. It can be seen as follows.

R : *Apakah kalian aktif dalam melakukan rangkaian kegiatan pada task 11?*  
(Were you active to do the activities in Task 11?)  
Ss : *Iya, Miss.* (Yes, we were, Miss.)  
R : *Apakah jika mengalami kesulitan kalian bertanya pada guru?* (Did you ask to the teacher when you had difficulties?)  
Ss : *Iya!* (Yes, we did.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the other two data. It can be seen as follows.

The students were given five questions. They answered the questions briefly based on the personal letter they read. When they did it, there were some students who asked to the researcher about the meaning of some words. ... They were actively involved in doing the activities in this task.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the students were actively involved in doing this task. They tried to answer the questions based on the letter that they read. They asked to the researcher when they had difficulties. It can be concluded that this component is appropriate.

- Teacher Role

Table 4.115 shows that the mean value for this component is 3.34 and it is categorized as 'Agree'. It means that the teacher played a role which could help



the students to do this task. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah guru membantu kalian jika kalian mengalami kesulitan dalam mengerjakan task 11?* (Did the teacher help you when you found difficulties in doing Task 11?)

Ss :*Iya!* (Yes, she did.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

When they did it, there were some students who asked to the researcher about the meaning of some words. The researcher helped them by giving some clues.

---

Field note of written cycle unit 3, February 11, 2012

From the data above, it can be seen that the teacher (the researcher) acted as a facilitator. She helped the students when they had difficulties. It was aimed to help the students to accomplish this task. Based on quantitative and qualitative data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the analysis, it can be concluded that the six components of this task are appropriate. It can be concluded in the following table.

**Table 4.116: The analysis of the components of Task 11 in Unit 3**

Component	Analysis	Revision
<b>Goal</b> Task 11 could help the students to improve their reading skills.	Appropriate	-
<b>Input</b> The inputs of Task 11 were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 11 were	Appropriate	-

interesting.		
<b>Setting</b> The students could do task 11 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 11. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students in doing Task 11. She acted as a facilitator.	Appropriate	-

#### 1) Task 12

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.117: **The mean and category of Task 12 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	14	13	2	0	3.41	Agree
2	Input	16	13	0	0	3.55	Strongly Agree
3	Procedure	13	14	0	0	3.24	Agree
4	Setting	11	17	1	0	3.34	Agree
5	Learner role	14	15	0	0	3.48	Agree
6	Teacher role	9	19	0	0	3.21	Agree

To know whether this task is appropriate or not, the components of this task are analyzed as follows.

#### (1) Task Components Analysis

- Goal

The goal of Task 12 is to improve the students' reading skills, especially to comprehend pictured descriptive task. Table 4.117 shows that the mean value for this component is 3.41 and it is categorized as "Agree". It means that this task could help the students to improve their reading skills. The interview results support the quantitative data. It can be seen as follows.

- R :*Apakah Task 12 bisa membantu dalam meningkatkan kemampuan membaca kalian?* (Could Task 12 help you to improve your speaking skills?)  
 Ss :*Bisa!* (Yes, it could.)  
 R :*Jadi dengan mengerjakan task 12 kalian bisa berlatih memahami teks bacaan kan?* (So, by doing Task 12 you could learn to understand the text, right?)  
 Ss :*Iya, Miss.* (That is right, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Task 12 was aimed to improve students' reading skills, especially to understand a pictured descriptive task. In this task, the students were given a pictured descriptive task about hobby. Then they answered the comprehension questions by choosing the appropriate options. ... After some minutes, the researcher led them to check their answers together. They could do this task successfully.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that this task provided a reading practice. The students read a pictured descriptive text and then answered the comprehension questions. The data also show that the students could do the reading practice successfully. It means that this task could help the students to improve their reading skills. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Input

Table 4.117 shows that the mean value for this component is 3.55 and it is categorized as ‘Strongly Agree’. It means that the input of this task (the pictured descriptive text) was interesting and comprehensible for the students. The interview results support the quantitative data. It can be seen as follows.

- R :*Apakah teks deskriptif bergambar pada Task 12 menarik?* (Was the pictured descriptive text in Task 12 interesting?)  
 Ss :*Menarik!* (Yes, it was.)  
 R :*Kenapa Hesti kok tertawa?* (Why do you laugh, Hesti?)  
 S4 :*Haha... gambarnya lucu, Miss... Wajah orangnya kotak...haha...* (The picture was so funny, Miss. The woman’s face was square...haha...)  
 R :*Haha...terus teks pada task 12 itu bisa dipahami tidak?* (Haha... Was the text comprehensible?)  
 Ss :*Bisa!* (Yes, it was.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the data above. It can be seen as follows.

In this task, the students were given a pictured descriptive task about hobby. Then they answered the comprehension questions by choosing the appropriate options. They did it individually. They looked enthusiastic to read the text. ... They could do this task successfully.

---

Field note of written cycle unit 3, February 11, 2012

The field note above shows that the students were enthusiastic in reading the input (the pictured descriptive text). The data also show that the students could do this task successfully. It indicates that the input was interesting and comprehensible for the students. It can be concluded that this component is appropriate.

- Procedure

As shown in the table 4.117, the mean value for this component is 3.24 and it is categorized as ‘Agree’. It means that the activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah rangkaian kegiatan pada Task 12 menarik?* (Were the activities in Task 12 interesting?)  
 Ss :*Menarik!* (Yes, they were.)  
 R :*Menurut kamu gimana, Nindi?* (What do you think, Nindi?)  
 S5 :*Menarik, Miss.* (Those were interesting, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

In this task, the students were given a pictured descriptive task about hobby. Then they answered the comprehension questions by choosing the appropriate options. After some minutes, the researcher led them to check their answers together. They looked enthusiastic in doing this task.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that the students did the activities in this task enthusiastically. It indicates that the procedure was interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

In terms of setting, the quantitative data show that the mean value is 3.34 and it is categorized as ‘Agree’. It means that the students could do this task in the

setting that had been determined (individually). The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian mengerjakan task 12 secara sendiri- sendiri?* (Did you do Task 12 individually?)

Ss :*Iya!* (Yes, we did.)

R :*Kesulitan tidak kalau mengerjakan Task ini sendiri- sendiri?* (Did you feel difficult to do this task individually?)

Ss :*Tidak, Miss.* (No, we did not, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the data above. It can be seen as follows.

In this task, the students were given a pictured descriptive task about hobby. Then they answered the comprehension questions by choosing the appropriate options. They did it individually. ... They could do this task successfully.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the students could do this task in the setting that had been determined (individually). It can be concluded that this component is appropriate.

- Learner Role

As shown in the table 4.117, the mean value for this component is 3.48 and it is categorized as ‘Agree’. It means that the students were actively involved to do the activities in this task. The interview results support the quantitative data.

It can be seen as follows.

R :*Apakah kalian aktif dalam melakukan kegiatan pada task 12?* (Were you active to do the activities in this task?)

Ss :*Iya!* (Yes, we were.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the other two data. It can be seen as follows.

In this task, the students were given a pictured descriptive task about hobby. Then they answered the comprehension questions by choosing the appropriate options. When they did it, there were some students who asked to the researcher about the meaning of some words. ... They looked enthusiastic in doing this task.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the students were actively involved in doing the activities this task. They asked to the researcher when they had difficulties. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

As shown in the table 4.117, the mean value for this component is 3.21 and it is categorized as 'Agree'. It means that the teacher played a role which could help the students to do this task. The following interview except supports the quantitative data. It can be seen as follows.

R :*Apakah guru membantu kalian jika kalian mengalami kesulitan dalam mengerjakan Task 12?* (Did the teacher help you when you found difficulties in doing Task 12?)

Ss :*Iya.* (Yes, she did.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

When they did it, there were some students who asked to the researcher about the meaning of some words. The researcher helped them by hiving some clues.

---

Field note of spoken cycle unit 3, February 11, 2012

The data above show that the teacher (the researcher) acted as a facilitator in this task. She helped the students when they had difficulties. It was aimed to

help the students to accomplish this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the analysis, it can be concluded that all of the components of this task are appropriate. The conclusion can be seen in the following table.

Table 4.118: **The analysis of the components of Task 12 in Unit 3**

Component	Analysis	Revision
<b>Goal</b> Task 12 could help the students to improve their reading skills.	Appropriate	-
<b>Input</b> The input of Task 12 (the pictured descriptive text) was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 12 were interesting for the students.	Appropriate	-
<b>Setting</b> The students could do Task 12 in the setting that had been determined (individually.)	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 12. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students in doing Task 12. She acted as a facilitator.	Appropriate	-

## m) Task 13

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.



Table 4.119: **The mean and category of Task 13 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	8	21	0	0	3.28	Agree
2	Input	11	17	1	0	3.34	Agree
3	Procedure	8	19	2	0	3.21	Agree
4	Setting	12	17	0	0	3.41	Agree
5	Learner role	11	18	0	0	3.38	Agree
6	Teacher role	13	16	0	0	3.45	Agree

To know whether this task is appropriate or not, the detailed analysis on the components is given as follows.

(1) Task Components Analysis

- Goal

The goal of Task 13 is to improve the students' reading skills, especially to comprehend a pictured descriptive text. As shown in the table 4.119, the mean value for this component is 3.28 and it is categorized as "Agree". It means that this task could help the students to improve their reading skills, especially in comprehending a pictured descriptive text. The following interview excerpt supports the quantitative data.

R :*Apakah Task 13 bisa membantu kalian dalam meningkatkan kemampuan memahami teks bacaan?* (Could Task 13 help you to improve your skill on comprehending texts?)

Ss :*Bisa!* (Yes, it could.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

This task was also aimed to improve students' reading skills, especially to understand a pictured descriptive task. In this task, the students were given another pictured descriptive task which was about hobby. Then, they had to do the reading comprehension exercise that follow. There were five sentences which should be identified by the students based on the pictured descriptive text that they had read by choosing 'true' or 'false'. ... They could do this task successfully.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that this task provided a reading practice. The students read a pictured descriptive text and then identified some sentences based on the text that they read. The data also show that they could do the reading practice successfully. It means that this task could help the students to improve their reading skills. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Input

Table 4.119 shows that the mean value for this component is 3.24 and it is categorized as 'Agree'. It means that the input of this task (the pictured descriptive text) was interesting and comprehensible for the students. The following interview excerpt supports the quantitative data.

R :*Apakah teks deskriptif bergambar pada Task 13 menarik?* (Was the pictured descriptive text in Task 13 interesting?)

Ss :*Menarik, Miss.* (Yes, it was, Miss.)

R :*Bisa dipahami tidak?* (Was it comprehensible?)

Ss :*Bisa, Miss.* (It was comprehensible, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the other two data. It can be seen as follows.

In this task, the students were given another pictured descriptive task which was about hobby. Then, they had to do the reading comprehension exercise that

follow. ... They were enthusiastic to do it. After some minutes, the researcher led them to check their answers together. They could do this task successfully.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that the students were enthusiastic in reading the input. The data also show that they could do this task successfully. It indicates that the input of this task was interesting and comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

The quantitative data show that the mean value for this component is 3.21 and it is categorized as 'Agree'. It means that the activities in this task were interesting for the students. The following interview excerpt supports the quantitative data.

R :*Apakah rangkaian kegiatan pada Task 13 menarik?* (Were the activities in Task 13 interesting?)

Ss :*Iya.* (Yes, they were.)

R :*Menurut kamu bagaimana, Fendi? Menarik apa tidak?* (What do you think, Fendi? Were they interesting?)

S2 :*Iya, Miss.* (Yes, they were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

Next, the researcher led the students to move on Task 13. In this task, they were given another pictured descriptive task which was about hobby. Then, they had to do the reading comprehension exercise that follow. They were enthusiastic to do it. ... The researcher then led them to discuss what the text was about. The students were actively involved in doing the activities of this task.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the students did the activities in this task enthusiastically. It indicates that the procedure of this task was interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

As shown in the table 4.119, the mean value for this component is 3.41 and it is categorized as 'Agree'. It means that the students could do this task in the setting that had been determined (individually). The following interview excerpt supports the quantitative data.

R :*Apakah kalian mengerjakan Task 13 secara sendiri-sendiri?* (Did you Task 13 individually?)  
Ss :*Iya, Miss.* (Yes, we did, Miss.)  
R :*Bisa?* (Could you do it individually?)  
Ss :*Bisa!* (Yes, we could.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the other two data. It can be seen as follows.

There were five sentences which should be identified by the students based on the pictured descriptive text that they had read by choosing 'true' or 'false'. They did it individually. ... They could do this task successfully.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that the students could accomplish this task in the setting that had been determined (individually). It can be concluded that this component is appropriate.

- Learner Role

In relation to the learner role, the quantitative data show that the mean value for this component is 3.38 and it is categorized as ‘Agree’. It means that they were actively involved in doing the activities in this task. The following interview excerpt supports the quantitative data.

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 13?* (Were you active in doing the activities in Task 1?)

Ss : *Aktif, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

In this task, the students were given another pictured descriptive task which was about hobby. Then, they had to do the reading comprehension exercise that follow. ... There were some students who asked to the researcher about the meaning of some words. The researcher helped them by hiving some clues. After some minutes, the researcher led them to check their answers together. ... The students were actively involved in doing the activities of this task.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the students were actively involved in doing the activities of this task. They did the activities enthusiastically. When they had difficulties, they asked to the researcher. It can be concluded that this component is appropriate.

- Teacher Role

Table 4.119 shows that the mean value for this component is 3.45 and it is categorized as ‘Agree’. It means that the teacher played a role which could help

the students in doing this task. The interview results support the quantitative data.

It can be seen as follows.

R :*Apakah guru membantu kalian saat mengalami kesulitan?* (Did the teacher help you when you found difficulties?)

Ss :*Iya, Miss.* (Yes, she did, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the data above. It can be seen as follows.

There were some students who asked to the researcher about the meaning of some words. The researcher helped them by hiving some clues.

---

Field note of written cycle unit 3, February 7, 2012

From the field note above, it can be seen that the teacher (the researcher) acted as a facilitator. She helped the students when they had difficulties. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the analysis, it can be concluded that the six components of this task are appropriate. It can be concluded in the following table.

Table 4.120: **The analysis of the components of Task 13 in Unit 3**

Component	Analysis	Revision
<b>Goal</b> Task 13 could help the students to improve their reading skills.	Appropriate	-
<b>Input</b> The input of Task 13 (the pictured descriptive text) was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 13 were interesting.	Appropriate	-

<b>Setting</b> The students could do Task 13 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 13.They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students in doing Task 13. She acted as a facilitator.	Appropriate	-

n) Task 14

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.121: **The mean and category of Task 14 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	11	17	1	0	3.34	Agree
2	Input	14	13	2	0	3.41	Agree
3	Procedure	13	16	0	0	3.45	Agree
4	Setting	10	18	1	0	3.31	Agree
5	Learner role	12	16	1	0	3.38	Agree
6	Teacher role	13	15	1	0	3.41	Agree

To know whether this task is appropriate or not, the six components of this task were analyzed. The detailed analysis is given as follows.

(1) Task Components Analysis

- Goal

The goal of Task 14 is to improve the students' reading skills, especially in comprehending pictured descriptive texts. As shown in the table 4.121, the mean value for this component is 3.34 and it is categorized as "Agree". It means that this task could help the students to improve their reading skills, especially in comprehending pictured descriptive texts. The interview results support the quantitative data. It can be seen as follows.

- R : *Apakah dengan mengerjakan task 14 kalian bisa berlatih memahami teks yang kalian baca?* (Did by doing Task 14 you can practise comprehending a text that you read?)  
 Ss : *Iya, Miss.* (Yes, we did, Miss.)  
 R : *Menurutmu gimana, Agnes?* (What do you think, Agnes?)  
 S3 : *Bisa, Miss.* (I could, Miss.)  
 R : *Bisa apa maksudnya?* (What do you mean?)  
 S3 : *Bisa berlatih memahami teks bacaan, Miss.* (I could practise comprehending a text, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the data above. It can be seen as follows.

After Task 13 was successfully done, the researcher led the students to move on task 14. It was aimed to improve the students' reading skills. The students were given five questions. They had to answer it briefly based on the pictured descriptive text that they had read in the previous task. ... Then, the researcher led them to check their answers. Their answers were satisfying. Most of the students could answer all of the questions correctly.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that this task provides a reading practice. The students answered some questions based on the text that they read. The data also show that they could do the reading practice successfully. It indicates that this task could help the students to improve their reading skills. It can be concluded that this component is appropriate.



- Input

The quantitative data show that the mean value for this component is 3.41 and it is categorized as 'Agree'. It means that the inputs of this task were comprehensible and interesting for the students. The following interview excerpt supports the quantitative data.

R :*Apakah teks dan pertanyaan- pertanyaan pada Task 14 bisa dipahami?*  
(Were the text and the questions in Task 14 comprehensible?)

Ss :*Bisa!* (Yes, they were.)

R :*Menarik apa tidak?* (Were they interesting?)

Ss :*Iya, Miss.* (Yes, they were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

The students were given five questions. They had to answer it briefly based on the pictured descriptive text that they had read in the previous task. They did it enthusiastically. ... Then, the researcher led them to check their answers. Their answers were satisfying. Most of the students could answer all of the questions correctly.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that the students were enthusiastic to answer the questions. Most of the students could answer the questions correctly. It indicates that the inputs were interesting and comprehensible for the students. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Procedure

Table 4.121 shows that the mean value for this component is 3.45 and it is categorized as ‘Agree’. It means that the activities in this task were interesting for the students. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah rangkaian kegiatan pada Task 14 menarik?* (Were the activities in Task 14 interesting?)  
 Ss :*Ya, Miss.* (Yes, they were, Miss.)  
 R :*Suka tidak?* (Did you like it?)  
 Ss :*Suka...* (Yes, we did.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The students were given five questions. They had to answer it briefly based on the pictured descriptive text that they had read in the previous task. They did it enthusiastically. ... Then, the researcher led them to check their answers. During this task was done, the students were actively involved in doing the task.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the students did the activities in this task enthusiastically. It indicates that the procedure of this task was interesting for the students. It can be concluded that this component is appropriate.

- Setting

Table 4.121 shows that the mean value for this component is 3.31 and it is categorized as ‘Agree’. It means that the students could do this task in the setting that had been determined. The interview results support the quantitative data. It can be seen as follows.

- R :*Apakah kalian mengerjakan Task 14 secara individu?* (Did you do Task 14 individually?)  
 Ss :*Iya, Miss.* (Yes, we did, Miss.)  
 R :*Bisa mengerjakan sendiri- sendiri?* (Could you do it individually?)  
 Ss :*Bisa....* (Yes, we could.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the other two data. It can be seen as follows.

In this task, the students worked individually. The students were given five questions. They had to answer it briefly based on the pictured descriptive text that they had read in the previous task. ... Then, the researcher led them to check their answers. Their answers were satisfying. Most of the students could answer the questions correctly.

---

Field note of written cycle unit 3, February 11, 2012

The field note above shows that the students could accomplish this task in the setting that had been determined (individually). Based on the whole data, it can be concluded that this component is appropriate.

- Learner Role

As shown in the table 4.121, the mean value for this component is 3.38 and it is categorized as 'Agree'. It means that the students were actively involved in doing the activities in this task. The following interview excerpt supports the quantitative data.

- R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 14?* (Were you active in doing the activities in Task 14?)  
 Ss :*Iya!* (Yes, we were.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the data above. It can be seen as follows.

After Task 13 was successfully done, the researcher led the students to move on task 14. ...During this task was done, the students were actively involved.

---

Field note of written cycle unit 3, February 11, 2012

From the data above, it can be seen that the students were actively involved in doing Task 14. They acted as active learners. It can be concluded that this component is appropriate.

- Teacher Role

In terms of the teacher role, the quantitative data show that the mean value is 3.41 and it is categorized as 'Agree'. It means that the teacher played a role which could help the students in doing this task. The following interview excerpt supports the quantitative data.

R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan Task 14?* (Did the teacher help you when you found difficulties in doing Task 14?)

S :*Iya, Miss!* (Yes, she did, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

There were some students who asked to the researcher about the meaning of some words. The researcher helped them by giving some clues.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the teacher acted as a facilitator. She helped the students when they had difficulties. It was aimed to help the students in accomplishing this task. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

(2) Conclusion

Based on the analysis, it can be concluded that the six components of this task are appropriate. The conclusion can be seen in the following table.

Table 4.122: **The analysis of the components of Task 14 in Unit 3**

Component	Analysis	Revision
<b>Goal</b> Task 14 could help the students to improve their reading skills.	Appropriate	-
<b>Input</b> The inputs of Task 14 were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 14 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 14 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 14. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students in doing Task 14. She acted as a facilitator.	Appropriate	-

o) Task 15

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.123: **The mean and category of Task 15 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	12	16	1	0	3.38	Agree

2	Input	13	16	0	0	3.45	Agree
3	Procedure	9	19	1	0	3.28	Agree
4	Setting	11	16	2	0	3.31	Agree
5	Learner role	13	15	1	0	3.41	Agree
6	Teacher role	9	18	2	0	3.24	Agree

To know whether this task is appropriate or not, the six components of this task are analyzed as follows.

#### (1) Task Components Analysis

- Goal

The goal of Task 15 is to improve the students' reading and writing skills, especially in comprehending short messages. As shown in the table 4.123, the mean value for this component is 3.38 and it is categorized as "Agree". It means that this task could help the students to improve their reading and writing skills, especially in comprehending short messages. The following interview excerpt supports the quantitative data.

R :*Apakah Task 15 bisa membantu kalian dalam meningkatkan kemampuan membaca dan menulis, khususnya dalam memahami pesan singkat?* (Could Task 15 help you to improve your reading and writing skills, especially in comprehending short functional texts?)

Ss :*Bisa, Miss!* (Yes, it could, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the data above. It can be seen as follows.

Next, the researcher led the students to move on Task 15. It was aimed to improve students' reading and writing skills. In this task, they were given a short message. Firstly, the researcher explained about what they had to do. After the already understood, they started to read the short message then answer the comprehension

questions by choosing the appropriate options. ... This task could be done successfully.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that this task provided a reading and writing practice. The students read a short message and then answered the comprehension questions. The short message was also aimed to give an input for the next writing tasks. It means that this task could help the students to improve their reading and writing skills. It can be concluded that this component is appropriate.

- Input

Table 4.123 shows that the mean value for this component is 3.45 and it is categorized as 'Agree'. It means that the input of this task (the short message) was interesting and comprehensible. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah contoh pesan singkat pada Task 15 bisa dipahami?* (Was the short message in Task 15 comprehensible?)

Ss :*Iya, Miss.* (Yes, it was, Miss.)

R :*Menurutmu gimana Hesti?* (What do you think, Hesti?)

S4 :*Bisa dipahami, Miss.* (It was comprehensible, Miss.)

R :*Menarik apa tidak?* (Was it interesting?)

S4 :*Menarik!* (Yes, it was.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

In this task, the students were given a short message. Firstly, the researcher explained about what they had to do. After the already understood, they started to read the short message then answer the comprehension questions by choosing the

appropriate options. They did it enthusiastically. ... This task could be done successfully.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that the students were enthusiastic in reading the input (the short message). The data also show that the students could answer the comprehension questions successfully. It indicates that the input was interesting and comprehensible for the students. It can be concluded that this component is appropriate.

- Procedure

The quantitative data show that the mean value for this component is 3.28 and it is categorized as 'Agree'. It means that the activities in this task were interesting for the students. The following interview excerpt supports the quantitative data.

R :*Apakah rangkaian kegiatan pada Task 15 menarik?* (Were the activities in Task 15 interesting?)

Ss :*Iya, Miss.* (Yes, they were, Miss.)

R :*Menurutmu gimana, Fani?* (What do you think, Fani?)

S1 :*Menarik, Miss.* (They were interesting, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the data above. The students were actively involved in doing the activities in this task. It can be seen as follows.

Next, the researcher led the students to move on Task 15. ... Firstly, the researcher explained about what they had to do. After the already understood, they started to read the short message then answer the comprehension questions by choosing the appropriate options. They did it enthusiastically. When they found difficulties, they asked to the researcher. ... They were actively involved in doing this task.

---

Field note of written cycle unit 3, February 11, 2012



From the field note, it can be seen that the students were actively involved in doing this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

The quantitative data show that the mean value for this component is 3.31 and it is categorized as 'Agree'. It means that the students could do this task in the setting that had been determined (individually). The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalian mengerjakan task 15 secara sendiri- sendiri?* (Did you do this task individually?)

Ss :*Iya, Miss.* (Yes, we did, Miss.)

R :*Bisa mengerjakan sendiri- sendiri?* (Could you do it individually?)

Ss :*Bisa.* (Yes, we could.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

Next, the researcher led the students to move on Task 15. In this task, they had to work individually. ... This task could be done successfully.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the students could accomplish this task in the setting that had been determined (individually). It can be concluded that this component is appropriate.

- Learner Role

Table 4.123 shows that mean value for this component is 3.41 and it is categorized as ‘Agree’. It means that they were actively involved to do the activities in task. The following interview excerpt supports the quantitative data.

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 15?* (Were you active in doing the activities Task 15?)  
 Ss : *Aktif, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the data above. It can be seen as follows.

Next, the researcher led the students to move on Task 15. ... After the already understood, they started to read the short message then answer the comprehension questions by choosing the appropriate options. They did it enthusiastically. When they found difficulties, they asked to the researcher. Some minutes later, she led them to discuss their answers together. They were actively involved in doing this task.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that the students were actively involved in doing the activities of this task. They asked to the researcher when they had difficulties. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

The mean value for this component is 3.24 and it is categorized as ‘Agree’. It means that the teacher played a role which could help the students to do this task. The following interview excerpt supports the quantitative data.

R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan Task ini?* (Did the teacher help you when you found difficulties in doing this task?)

Ss :*Iya!* (Yes, she did.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

When the students found difficulties, they asked to the researcher. The researcher helped them.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the teacher (the researcher) acted as a facilitator. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on analysis, it can be concluded that the six components of this task are appropriate. The conclusion can be seen in the following table.

Table 4.124: **The analysis of the components of Task 15 in Unit 3**

Component	Analysis	Revision
<b>Goal</b> Task 15 could help the students to improve their reading and writing skills.	Appropriate	-
<b>Input</b> The input of Task 15 (the short message) was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 15 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 15 in the setting that had been determined (individually).	Appropriate	-

<b>Learner role</b> The students were actively involved in doing Task 15. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students in doing Task 15. She acted as a facilitator.	Appropriate	-

p) Task 16

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.125: **The mean and category of Task 16 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	13	16	0	0	3.45	Agree
2	Input	9	19	1	0	3.28	Agree
3	Procedure	12	17	0	0	3.41	Agree
4	Setting	10	17	2	0	3.28	Agree
5	Learner role	11	17	1	0	3.34	Agree
6	Teacher role	14	15	0	0	3.48	Agree

To know whether this task is appropriate or not, the six components of this task are analyzed as follows.

(1) Task Components Analysis

- Goal

The goal of Task 16 is to help the students to understand about the generic structure of a short message and how to write it. As shown in the table 4.125, the mean value for this component is 3.45 and it is categorized as “Agree”. It means

that this task could help the students to understand about the generic structure of a short message and how to write it. The following interview excerpt supports the quantitative data.

- R :*Apakah Task 16 bisa membantu kalian dalam memahami bagian-bagian dari sebuah pesan singkat?* (Could Task 16 help you to understand the generic structure of a short message?)  
Ss :*Iya!* (Yes, it could.)  
R :*Apakah dengan mempelajari materi pada Task 16 kalian menjadi paham tentang bagaimana cara menulis sebuah pesan singkat?* (Did by studying the materials in Task 16 you understand how to write a short message?)  
Ss :*Iya, Miss.* (Yes, we did, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After Task 15 was successfully done, the researcher asked the students to move on Task 16. It was aimed to help the students to understand about the generic structure of a short message and how to write it. Firstly, they were asked to learn the explanation in this task which was about the generic structure of a short message. ... After that, she asked to the students about the materials that had been learnt. The students were so active to answer the researcher's questions.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that this task provided an explanation which was aimed to help the students in understanding the generic structure of a short message and how to write it. It can be concluded that this component is appropriate.

- Input

Table 4.125 shows that the mean value for this component is 3.48 and it is categorized as 'Agree'. It means that the input (the explanation) of this task was

interesting and comprehensible for the students. The following interview excerpt supports the quantitative data.

- R :*Apakah penjelasan pada Task 16 bisa dipahami?* (Was the explanation in Task 16 comprehensible?)  
Ss :*Iya, Miss.* (Yes, it was, Miss.)  
R :*Menurut kamu gimana, Antin?* (What do you think Antin?)  
S6 :*Bisa dipahami, Miss.* (It was comprehensible, Miss.)  
R :*Menarik apa tidak?* (Was it interesting?)  
S6 :*Iya!* (Yes, it was.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Firstly, the students were asked to learn the explanation in this task which was about the generic structure of a short message. The students looked enthusiastic to do it. Some minutes later, the researcher asked them about what they had learnt. Some of the students could answer the researcher's questions. ... After that, she asked to the students about the materials that had been learnt. The students were so active to answer the researcher's questions.

---

Field note of written cycle unit 3, February 11, 2012

From the data above, it can be seen that the students were interested to learn the input (the explanation). They could answer the researcher's questions about the input. It indicates that the input was interesting and comprehensible. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

Table 4.125 shows that the mean value for this component is 3.41 and it is categorized as 'Agree'. It means that the activities in this task were interesting for the students. The following interview excerpt supports the quantitative data.

R :*Apakah rangkaian kegiatan pada Task 16 menarik?* (Were the activities in Task 16 interesting?)  
 Ss :*Iya!* (Yes, they were.)  
 R :*Menurut kamu gimana, Fani?* (What do you think, Fani?)  
 S1 :*Menarik, Miss.* (Those were interesting, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the other two data. It can be seen as follows.

After Task 15 was successfully done, the researcher asked the students to move on Task 16. Firstly, they were asked to learn the explanation in this task which was about the generic structure of a short message. The students looked enthusiastic to do it. Some minutes later, the researcher asked them about what they had learnt. Some of the students could answer the researcher's questions. Then, she explained them about the generic structure of a short message and how to write it. After that, she asked to the students about the materials that had been learnt. The students were so active to answer the researcher's questions.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the students were enthusiastic to do the activities of this task. It indicates that the procedure of this task was interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

As shown in the table 4.125, the mean value for this component is 3.28 and it is categorized as 'Agree'. It means that the students could do this task in the setting that had been determined (individually). The following interview excerpt supports the quantitative data.

- R :*Apakah kalian mengerjakan Task 16 secara sendiri- sendiri?* (Did you do Task 16 individually?)  
 Ss :*Iya, Miss.* (Yes, we did.)  
 R :*Kesulitan tidak kalau mengerjakan task ini secara sendiri- sendiri?* (Did you feel difficult to do this task individually?)  
 Ss :*Tidak!* (No, we did not.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After Task 15 was successfully done, the researcher asked the students to move on Task 16. They did it individually. ... This task could be done successfully.

---

Field note of written cycle unit 3, February 11, 2012

Based on the data above, it can be seen that the students could accomplish this task in the setting that had been determined (individually). It can be concluded that this component is appropriate.

- Learner Role

Table 4.125 shows that the mean value for this component is 3.34 and it is categorized as 'Agree'. It means that they were actively involved to do the activities in this task. The interview results support the quantitative data. It can be seen as follows.

- R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 16?* (Were you active in doing the activities in Task 16?)  
 Ss :*Aktif, Miss.* (Yes, we were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the other two data. It can be seen as follows.

Firstly, the students were asked to learn the explanation in this task which was about the generic structure of a short message. The students looked enthusiastic to do it. ... Then, she explained them about the generic structure of a short message



and how to write it. In giving the explanation, she used media that was hanged on the board. After that, she asked to the students about the materials that had been learnt. The students were so active to answer the researcher's questions. During this task was done, the students were actively involved.

---

Field note of written cycle unit 3, February 11, 2012

The field note above shows that the students were actively involved in doing the activities of this task. They acted as active learners. It can be concluded that this component is appropriate.

- Teacher Role

Table 4.125 shows that the mean value for this component is 3.48 and it is categorized as 'Agree'. It means that the teacher played roles which could help the students in doing this task. The interview results support the quantitative data.

It can be seen as follows.

R :*Apakah guru menjelaskan materi pada Task 16 secara jelas?* (Did the teacher explain about the materials in Task 16 clearly?)

Ss :*Iya, Miss.* (Yes, she did, Miss.)

R :*Apakah guru membantu kalian jika kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)

Ss :*Iya!* (Yes, she did.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

Some minutes later, the researcher asked the students about what they had learnt. Some of the students could answer the researcher's questions. Then, she explained them about the generic structure of a short message and how to write it. In giving the explanation, she used media that was hanged on the board. After that, she asked to the students about the materials that had been learnt. ... Then, the researcher concluded what they had learnt in this task.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the teacher acted as an informer and a facilitator. It was aimed to help the students to accomplish this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the component analysis, it can be concluded that this task is appropriate. It can be concluded in the following table.

**Table 4.126: The analysis of the components of Task 16 in Unit 3**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 16 could help the students to understand about the generic structure of a short message and how to write it.	Appropriate	-
<b>Input</b> The input of Task 16 (the explanation) was interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 16 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 16 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing the activities in Task 16. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students in doing Task 16. She acted as an observer and a facilitator.	Appropriate	-

q) Task 17

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.127: **The mean and category of Task 17 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	13	16	0	0	3.45	Agree
2	Input	17	11	1	0	3.55	Agree
3	Procedure	10	18	1	0	3.31	Agree
4	Setting	13	16	0	0	3.45	Agree
5	Learner role	11	18	0	0	3.38	Agree
6	Teacher role	9	20	0	0	3.31	Agree

To know whether this task is appropriate or not, the six components of this task were analyzed. The detailed analysis on the task components is as follows.

(1) Task Components Analysis

- Goal

The goal of Task 17 is aimed to improve students' writing skills, especially in writing short messages. Table 4.127 shows that the mean value for this component is 3.45 and it is categorized as "Agree". It means that this task could help the students to improve their writing skills, especially on writing short messages. The interview results support the quantitative data. It can be seen as follows.

- R :*Apakah Task 17 bisa membantu kalian untuk meningkatkan kemampuan menulis, terutama dalam menulis pesan singkat?* (Could Task 17 help you to improve your writing skills, especially in writing short messages?)
- Ss :*Bisa!* (Yes, it could.)
- R :*Menurutmu gimana, Fani?* (What do you think, Fani?)
- S1 :*Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the other two data. It can be seen as follows.

Then, the students move on Task 17. This task was aimed to improve students' writing skills. They were given four incomplete short messages. Then, they had to complete it by choosing the appropriate sentences and rewrite in the available space. .... This task could be done successfully.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that this task provided a writing practice. The students completed some incomplete short messages and then rewrote it in the available space. It means that this task could help the students to improve their writing skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

From the table 4.127, it can be seen that the mean value for this component is 3.55 and it is categorized as 'Strongly Agree'. It means that the inputs of this task (the short messages) were interesting and comprehensible. The following interview excerpt supports the quantitative data.

- R :*Apakah pesan- pesan singkat pada Task 17 menarik?* (Were the short messages in Task 17 interesting?)
- Ss :*Menarik!* (Yes, they were.)
- R :*Menurutmu gimana, Antin?* (What do you think, Antin?)
- S6 :*Menarik, Miss.* (Those were interesting, Miss.)
- R :*Bisa dipahami apa tidak?* (Were they comprehensible?)

S6 :*Bisa!* (Yes, they were.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The students had to write two short messages based on the situation. The researcher asked them to read the situational sentences before starting to write the short messages. They looked enthusiastic to read the sentences. ... This task was successfully done.

---

Field note of written cycle unit 3, February 11, 2012

From the field note above, it can be seen that the students were enthusiastic to learn the inputs. The data also show that they could accomplish this task successfully. It indicates that the inputs were interesting and comprehensible. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Procedure

Table 4.127 shows that the mean value for this component is 3.31 and it is categorized as 'Agree'. It means that the activities in this task were interesting.

The interview results support the quantitative data. It can be seen as follows.

R :*Apakah rangkaian kegiatan pada Task 17 menarik?* (Were the activities in Task 17 interesting?)

Ss :*Iya, Miss!* (Yes, they were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

The students were given four incomplete short messages. Then, they had to complete it by choosing the appropriate sentences and rewrite in the available

space. They were enthusiastic to do it. After they finished doing it, the researcher led them to discuss their answers together. They participated actively to discuss it.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the students were enthusiastic to do the activities in this task. It indicates that the procedure of this task was interesting for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Setting

As shown in the table 4.127, the mean value for this component is 3.45 and it is categorized as 'Agree'. It means that the students could do this task in the setting that had been determined (individually). The following interview excerpt supports the quantitative data.

R :*Apakah kalian mengerjakan Task 17 secara sendiri- sendiri?* (Did you do Task 17 individually?)

Ss :*Iya, Miss.* (Yes, we did, Miss.)

R :*Apakah kalian bisa mengerjakannya secara individu?* (Could you do it individually?)

Ss :*Bisa.* (Yes, we could.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the data above. It can be seen as follows.

Then, the students move on Task 17. They had to do this task individually. ... This task could be done successfully.

---

Field note of written cycle unit 3, February 11, 2012

The field note above shows that the students could accomplish this task in the setting that had been determined (individually). It can be concluded that this component is appropriate.

- Learner Role

Table 4.127 shows that the mean value for this component is 3.38 and it is categorized as ‘Agree’. It means that the students were actively involved to do the activities in this task. The following interview excerpt supports the quantitative data.

R : *Apakah kalian aktif dalam melakukan kegiatan-kegiatan pada Task ini?*  
 (Were you active in doing the activities in this task?)  
 Ss : *Iya, Miss!* (Yes, we were, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

The students were given four incomplete short messages. Then, they had to complete it by choosing the appropriate sentences and rewrite in the available space. They were enthusiastic to do it. After they finished doing it, the researcher led them to discuss their answers together. They participated actively to discuss it.

---

Field note of written cycle unit 3, February 11, 2012

Based on the field note above, it can be seen that the students were actively involved in doing the activities of this task. They acted as active learners.

It can be concluded that this component is appropriate.

- Teacher Role

The mean value for this component is 3.31 and it is categorized as ‘Agree’. It means that the teacher played a role which could help the students to do this task. The interview results support the quantitative data. It can be seen as follows.

- R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan Task 17?* (Did the teacher help you when you found difficulties in doing Task 17?)
- Ss :*Iya!* (Yes, she did.)
- R :*Apakah guru mengajak kalian mendiskusikan materi pada Task 17?* (Did the teacher invite you to discuss the materials in task 17?)
- Ss :*Iya, Miss.* (Yes, she, did, Miss.)
- R :*Apakah penjelasan guru membuat kalian paham tentang materi pada Task ini?* (Could the teacher's explanation make you understand the materials in this task?)
- Ss :*Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note also supports the other two data. It can be seen as follows.

The researcher walked round the class and helped the students who had difficulties in doing this task. After they finished doing it, the researcher led them to discuss their answers together. They participated actively to discuss it. This task could be done successfully.

---

Field note of written cycle unit 3, February 11, 2012

From the data above, it can be seen that the teacher acted as a facilitator. She helped the students in understanding the materials of this task. It was aimed to help the students in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

## (2) Conclusion

Based on the results of the component analysis, it can be concluded that this task is appropriate. The conclusion can be seen in the following table.

Table 4.128: **The analysis of the components of Task 17 in Unit 3**

Component	Analysis	Revision
<b>Goal</b> Task 17 could help the students to improve their writing skills.	Appropriate	-
<b>Input</b> The inputs of Task 17 were	Appropriate	-



interesting and comprehensible.		
<b>Procedure</b> The activities in Task 17 were interesting.	Appropriate	-
<b>Setting</b> The students could do Task 17 in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved in doing Task 17. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played a role that could help the students to do the activities in Task 17. She acted as a facilitator.	Appropriate	-

r) Task 18

The results of the evaluation questionnaire in the form of quantitative data can be seen in the following table.

Table 4.129: **The mean and category of Task 18 of Unit 3**

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Goal	8	19	2	0	3.21	Agree
2	Input	16	11	2	0	3.48	Agree
3	Procedure	11	17	1	0	3.34	Agree
4	Setting	13	16	0	0	3.45	Agree
5	Learner role	9	19	1	0	3.28	Agree
6	Teacher role	14	13	2	0	3.41	Agree

To know whether this task is appropriate or not, the components of this task were analyzed. It can be seen as follows.

### (1) Task Components Analysis

- Goal

The goal of Task 18 is to improve students' writing skills. The mean value for this component is 3.21 and it is categorized as "Agree". It means that this task could help the students to improve their writing skills. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah Task 18 bisa membantu meningkatkan kemampuan menulis kalian?*  
(Could Task 18 help you to improve your writing skill?)

Ss :*Bisa!* (Yes, it could.)

R :*Menurutmu gimana, Fendi?* (What do you think Fendi?)

S2 :*Bisa, Miss.* (Yes, it could, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After task 17 was successfully done, the researcher asked the students to move on Task 18. This task was aimed to help the students to improve their writing skills. They had to write two short messages based on the situation. ... This task was successfully done.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that this task provided a writing practice for the students. They were required to be able to write short messages based on the situational sentences. The data also show that the students could do it successfully. It means that this task could help them to improve their writing skills. Based on the whole data, it can be concluded that this component is appropriate.

- Input

Table 4.129 shows that the mean value for this component is 3.48 and it is categorized as ‘Agree’. It means that the inputs of this task were interesting and comprehensible. The interview results support the quantitative data. It can be seen as follows.

R :*Apakah kalimat- kalimat pada task 18 bisa dipahami?* (Were the sentences in task 18 comprehensible?)  
 Ss :*Bisa, Miss.* (Yes, they were, Miss.)  
 R :*Menarik apa tidak?* (Were they interesting?)  
 Ss :*Menarik!* (Yes, they were.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the data above. It can be seen as follows.

The students had to write two short messages based on the situation. The researcher asked them to read the situational sentences before starting to write the short messages. They looked enthusiastic to read the sentences. ... This task was successfully done.

---

Field note of written cycle unit 3, February 11, 2012

The field note above shows that the students read the inputs enthusiastically. It also show that they could accomplish this task successfully. It means that the inputs of this task were interesting and comprehensible for the students. Based on the whole data, it can be concluded that this component is appropriate.

- Procedure

Table 4.129 shows that the mean value for this component is 3.34 and it is categorized as 'Agree'. It means that the activities in this task were interesting.

The following interview excerpt supports the quantitative data.

- R :*Apakah rangkaian kegiatan pada Task 18 menarik?* (Were the activities in Task 18 interesting?)  
Ss :*Iya!* (Yes, they were.)  
R :*Menurutmu gimana, Agnes?* (What do you think, Agnes?)  
S3 :*Menarik, Miss.* (They were interesting, Miss.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

After task 17 was successfully done, the researcher asked the students to move on Task 18. The researcher explained what they had to do in this task. They had to write two short messages based on the situation. She asked them to read the situational sentences before starting to write the short messages. They looked enthusiastic to read the sentences. After they had understood about the situation, they started to write the short messages. Then, she asked two students to write the messages on the board. After that, she led them to discuss it together. They were so active to discuss it.

---

Field note of written cycle unit 3, February 11, 2012

From the data above, it can be seen that the students did the activities in this task enthusiastically. It indicates that the procedure of this task was interesting for the students. Based on the quantitative and qualitative data, it can be concluded that this component is appropriate.

- Setting

Table 4.129 shows that the mean value for this component is 3.45 and it is categorized as 'Agree'. It means that the students could do this task in the setting

that had been determined. The following interview excerpt supports the quantitative data. It can be seen as follows.

R :*Apakah kalian mengerjakan Task 18 secara sendiri- sendiri?* (Did you do Task 18 individually?)

Ss :*Iya, Miss.* (Yes, we did, Miss.)

R :*Kesulitan apa tidak?* (Did you feel difficult to do it individually?)

Ss :*Tidak, Miss.* (No, we did not, Miss.)

---

Interview transcript unit 3, February 11, 2012

The field note supports the data above. It can be seen as follows.

After task 17 was successfully done, the researcher asked the students to move on Task 18. They had to do this task individually. ... This task was successfully done.

---

Field note of written cycle unit 3, February 11, 2012

The data above show that the students could accomplish this task in the setting that had been determined (individually). It can be concluded that this component is appropriate.

- Learner Role

Table 4.129 shows that the mean value for this component is 3.28 and it is categorized as 'Agree'. It means that the students were actively involved in doing this task. The following interview excerpt supports the quantitative data.

R :*Apakah kalian aktif dalam melakukan kegiatan pada Task ini?* (Were you active to do the activities this task?)

Ss :*Iya!* (Yes, we were.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the following field note.

After task 17 was successfully done, the researcher asked the students to move on Task 18. They had to write two short messages based on the situation. She asked them to read the situational sentences before starting to write the short messages. They looked enthusiastic to read the sentences. After they had understood about the situation, they started to write the short messages. After that, she led them to discuss it together. They were so active to discuss it.

---

Field note of written cycle unit 3, February 11, 2012

From the data above, it can be seen that the students were actively involved in doing this task. They acted as active learners. Based on the whole data, it can be concluded that this component is appropriate.

- Teacher Role

The mean value for this component is 3.41 and it is categorized as 'Agree'. It means that the teacher played a role which could help the students to do this task. The following interview excerpt supports the quantitative data.

R :*Apakah guru membantu kalian saat kalian mengalami kesulitan pada Task ini?* (Did the teacher help you when you found difficulties in this task?)

Ss :*Iya!* (Yes, she did.)

---

Interview transcript unit 3, February 11, 2012

The quantitative data and the interview results are supported by the field note. It can be seen as follows.

There were some students who asked to the researcher about the meaning of some words. The researcher helped them by giving some clues.

---

Field note of written cycle unit 3, February 11, 2012

From the data above, it can be seen that the teacher (the researcher) acted as a facilitator. She helped the students when they had difficulties. It was aimed to help them in accomplishing this task. Based on the whole data, it can be concluded that this component is appropriate.

(2) Conclusion

Based on the results of the component analysis, it can be concluded that this task is appropriate. The conclusion can be seen in the following table.

Table 4.130: **The analysis of the components of Task 18 in Unit 3**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
<b>Goal</b> Task 18 could help the students to improve their writing skills.	Appropriate	-
<b>Input</b> The inputs of Task 18 were interesting and comprehensible.	Appropriate	-
<b>Procedure</b> The activities in Task 18 were interesting.	Appropriate	-
<b>Setting</b> The students could do this task in the setting that had been determined (individually).	Appropriate	-
<b>Learner role</b> The students were actively involved to do the activities in Task 18. They acted as active learners.	Appropriate	-
<b>Teacher role.</b> The teacher played roles that could help the students in doing Task 18. She acted as a facilitator.	Appropriate	-

## **B. Discussion**

Three units had been designed based on the *Standar Isi* (Standard Competences and Basic Competences) and the results of the needs analysis. The results of the need analysis are as follows.

In terms of goal, the sixth grade students of SD N Paliyan IV study English to improve their listening, speaking, reading, and writing skills. Thus, the learning materials were designed to enable the students to improve their listening, speaking, reading, and writing skills. In terms of input tasks, they prefer to have listening inputs in the forms of dialogs and spoken stories, speaking input tasks in the form of dialogs and monologs, reading input tasks in the form of pictured descriptive texts and vocabulary, and reading input tasks in the form of short functional texts. In relation to the length of the input texts, they prefer to have input texts which are not too long. In term of topics, they like to have topics about hobbies, food and drink, and things in the classroom.

In relation to the procedure, the types of the activities were analyzed. They prefer to have listening activities like listening to stories and playing games. In terms of speaking activities, they prefer to have activities like playing communicative games and practicing dialogs. In terms of reading activities, they like to have activities like reading aloud and identifying correct and incorrect statements based on



the text they read. In term of writing activities, they prefer to have activities like writing short functional texts.

In terms of teacher role, the students want the teacher to act as an instructor and facilitator. In terms of learner role, they prefer to act as active students. In terms of the setting, they prefer to do tasks in pairs, in groups and also individually.

The needs analysis results above were used as a guideline to design the materials which consist of three units. Each unit consists of 18 tasks which were divided into two sections (spoken section and written section). The tasks were organized from the easiest one to the more difficult one. Nunan's 'psycholinguistic processing' approach (2004:25) was used to sequence the tasks. In this approach, learners were required to do activities which move from comprehension based procedures to controlled production activities and exercises, and authentic communicative interaction.

The six components of task proposed by Nunan (2004), (goal, input, procedure, setting, learner role, and teacher role) were used to analyze the appropriateness of each task. The results of the analysis are as follows.

In terms of goal, the data show that an appropriate task should help the students to reach the main goal of the teaching of English for Elementary School students. As stated in chapter one, Directorate of Elementary School Development (2008:1) states that the main goal of the English teaching and learning in Elementary Schools is to help the students to achieve the performative level. Elementary school graduates are required to be able to understand instructions in the classroom or school

area, doing interaction in the context of school or daily environment, reading and writing simple words which are related to children's life. Thus, the tasks were designed to help them to achieve this goal. Like what is stated by Nunan (2004:41), each task within the designed materials may have more than one goal.

In terms of listening input, the data show that appropriate listening inputs are spoken stories, dialogs, pictured vocabulary, and monologs. In terms of speaking input, the data show that appropriate speaking inputs are pictures, dialogs, and monologs. In terms of reading and writing input, the data show that appropriate reading inputs are pictured descriptive texts and short functional texts. This is match to what is stated by Nunan (2004:47) that input can be spoken, written, and visual data, there are various kinds of input used in the designed learning materials. Spoken stories, dialogs, and monologs, pictures, pictured descriptive tasks, and short functional texts were the types of input used in the tasks.

As stated by Nunan (2004:52), procedure can be defined as a series of actions that need to be completed in order to achieve the objective of the learning tasks. Thus, in term of the procedure, appropriate procedure can be concluded as procedure which can guide the students to reach the objectives of the tasks. The students were guided to comprehend the input, answer comprehension questions, do the guided, semi guided, and free guided activities. In the listening sections, the students were given activities like listening to the instructions and doing the appropriate actions, playing '*Simon Says*' game, listening to spoken stories and doing the comprehension questions. In the speaking sections, they were given activities like acting the dialogs

out, role-playing, playing survey game, and playing guessing game. In the reading sections, they were given activities like reading aloud, reading text and answering the questions based on the texts they read. In the writing sections, they were given activities like writing notices, personal letters, and short messages.

According to Nunan (2004:71), there are two aspects which should be considered related to setting. Those are mode (whether the learners should accomplish the task individually, in pairs, in groups, or in whole class) and environment (where the process of teaching and learning takes place). Appropriate setting can be concluded as setting which can help the students to accomplish the tasks. In relation to the mode, the appropriate configuration is configuration which was decided by considering the types and the level of the difficulties of the activities. In relation to the environment, appropriate learning environment is environment which is comfortable for the students in doing the tasks. In this research, classroom was chosen as the appropriate place because it was the most comfortable place in SD N Paliyan IV.

Like what is stated by Nunan (2004:64), learner roles are what the learners have to do in carrying out the learning tasks. In every task, learners had to do certain things. Appropriate learners roles are as active learners because it could help them to understand the materials. While the learning tasks were carried out, the learners played some roles like as listeners, performers, speakers, and negotiators.

Teacher roles can be defined as what the teachers have to do in carrying out the learning tasks (2004:64). Appropriate teacher's roles can be concluded as what

the teacher do to help the students in understanding the materials and doing the tasks.

While the learning tasks were carried out, the teacher (in this case was the researcher) played some roles like as instructors, informer, facilitator, organizer, observer, and feedback giver.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This research study has two main objectives: 1) to identify the needs of grade sixth students at SD N Paliyan IV which are needed to design the appropriate learning materials, 2) to design appropriate learning materials for sixth grade students of SD N Paliyan IV in the first semester. In this chapter, the research findings are summarized, the conclusions are drawn, and the suggestions are proposed.

#### **A. Conclusions**

Based on the research findings, there are three aspects which can be concluded. Those are the targets needs, the learning needs, and the appropriate English learning materials. The conclusions are drawn as follows.

##### **1. The Target Needs**

Necessities, wants, and lacks are three aspects which were used to analyze the target needs. In relation to the necessities, it can be concluded that the students study English in order to be able to:

- a. respond the instructions and information they listen to
- b. understand the spoken stories they listen to
- c. ask and give certain things using appropriate expressions
- d. ask and give information about like and dislike
- e. comprehend simple short functional texts
- f. comprehend simple pictured descriptive texts

- g. comprehend simple pictured narrative texts
- h. write very simple short functional texts

In terms of wants, the students study English because they want to;

- a. improve their skills on listening, speaking, reading, and writing
- b. be able to communicate in English both inside and outside of the classroom
- c. be able to understand the English lesson in the next educational level (Junior High School)

In terms of lacks, the students were poor on vocabulary mastery and pronunciation.

## **2. The Learning Needs**

Procedure, teacher role, learner role, and setting were four aspects used to analyze the learning needs. Based on the research findings, the learning needs can be concluded as follows.

- a. The students prefer to have listening activities like listening to the instructions and doing the appropriate actions, playing '*Simon Says*' game, listening to spoken stories and doing the comprehension questions.
- b. In the speaking sections, they were given activities like acting the dialogues out, role-playing, playing survey game, and playing guessing game.
- c. In the reading sections, they were given activities like reading aloud, reading text and answering the questions based on the texts they read.

- d. In the writing sections, they were given activities like writing notices, personal letters, and short messages.
- e. They prefer to work in pairs and in groups.
- f. They prefer to be active learners.
- g. They want the teacher plays some roles like as instructors, informer, facilitator, organizer, observer, and feedback giver.

### **3. The Appropriate English Learning Materials**

An appropriate English learning material for the sixth grade has the following characteristics:

- a. The materials focus on developing listening, speaking, reading, and writing skills.
- b. The materials are organized by presenting the spoken cycle first and followed by written cycle.
- c. Short input texts are preferable.
- d. The tasks are organized from the easiest one to the most difficult one (guided, semi guided, to free guided).
- e. The appropriate unit design has the following components:
  - Title
  - Lead-in
  - Main teaching and learning activities
    - Listening and speaking section

- ✓ Lead from receptive skill to productive skill
- ✓ Vocabulary is given at the beginning of some tasks
- ✓ Language focuses are given after some input texts
- ✓ Listening activities are vary; listen to a model dialog and answer the comprehension questions, listen to the instructions and do the actions, play games, and listen to the story.
- ✓ Speaking activities are vary; read and answering comprehension questions of a dialog then practise it, playing games, role-playing, and speaking in front of the class.
- Reading and writing section
  - ✓ Receptive and productive skills are integrated.
  - ✓ The input texts are short functional texts which are related to the children's real life.
  - ✓ Reading activities are vary; read and tick, choose true or false, choose the appropriate options, and answer the questions.
  - ✓ Writing activities are vary; read a model of a text and answer the comprehension questions, complete the text, write short functional text based on the situation.
- Summary
 

It presents the summary of the materials.
- Vocabulary list



The important words are given in this part, completed with its parts of speech meanings.

f. The appropriate task components are as follows.

- Goal
  - Communicative goals
    - ✓ give responds to the instructions they listen to both orally and doing actions
    - ✓ obtain information in spoken stories
    - ✓ obtain information in simple short functional texts
    - ✓ obtain information in pictured descriptive texts
    - ✓ write very simple short functional text
  - Pedagogical goals
    - ✓ improve listening skills through several listening activities
    - ✓ improve speaking skills through several speaking activities
    - ✓ improve reading skills through several reading activities
    - ✓ improve writing skills through several writing activities
- Input
  - dialogues
  - commands
  - spoken stories

- pictures
- pictured descriptive texts
- short functional texts
- Procedure
  - comprehending input texts
  - answering comprehension questions
  - practicing dialogues
  - playing communicative game
  - role playing
  - having information gap activities
  - writing short functional texts
- Setting
  - pair work
  - individual work
  - group work
  - whole class activities
- Learner Roles
  - Being active participants
- Teacher Roles
  - facilitator
  - controller

- organizer
- informer

## **B. Suggestions**

This research study is significant for the attempt to design appropriate learning materials for the sixth grade students of SD N Paliyan IV Gunungkidul. The target needs and learning needs were analyzed and then used as the basis for designing the learning materials. Although this research study was conducted, further studies are still necessary to be conducted.

This research study focused on designing appropriate learning materials for the sixth grade students. As stated by Directorate of Elementary School Development (2008:1), English teaching and learning in Elementary Schools is aimed to achieve the performative level. It means that Elementary school graduates are required to be able to understand instructions in the classroom or school area, doing interaction in the context of school or daily environment, reading and writing simple words which are related to children's life. They are required to be able to use English in a simple communication so that they need learning materials which can help them to improve their listening, speaking, reading, and writing skills. In fact, they do not have English learning material which is appropriate to their needs. Thus, an effort on providing appropriate learning materials is needed. These materials should help them to be able to reach the performative level.

In addition, there are some suggestions which are addressed to the materials developers, the sixth grade students of SD N Paliyan IV, and the English teachers of Elementary Schools. The suggestions are as follows.

1. For the materials developer, besides the curriculum, the target needs and the learning needs have to be considered in developing learning materials.
2. For the English teachers of Elementary school, the teaching of English has to be done communicatively and in interesting ways. The English teachers also have to be able to manage the class well.
3. For the sixth grade students of SD N Paliyan IV, they have to be confident to use English to communicate, especially in the classroom. They have to do more practices to improve their skills in order to be able to achieve the goal of the English teaching in Elementary School (the performative level).

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## Need Analysis Questionnaire

### Kepada

Siswa/ Siswi Kelas VI

Di SD N Paliyan IV

Dalam rangka penelitian dan penulisan tugas akhir Skripsi Jurusan Pendidikan Bahasa Inggris yang berjudul “*DESIGNING APPROPRIATE LEARNING MATERIALS FOR THE SIXTH GRADE STUDENTS OF SD N PALIYAN IV GUNUNGKIDUL*” (MENGEMBANGKAN MATERI PEMBELAJARAN YANG TEPAT UNTUK SISWA KELAS VI SD N PALIYAN IV GUNUNGKIDUL), kakak mengharapkan kesediaan adik-adik untuk meluangkan waktu guna mengisi angket analisa kebutuhan belajar Bahasa Inggris berikut ini.

Identitas dan segala data tentang adik-adik sepenuhnya akan dijamin kerahasiaannya. Tidak ada jawaban yang salah ataupun benar dalam angket ini. Jawaban adik- adik pada angket ini tidak akan mempengaruhi nilai adik- adik.

Atas kerjasama adik-adik kelas VI SD Negeri Paliyan IV, kakak mengucapkan terima kasih.

Yogyakarta, 26 Juli 2011

Peneliti,

Jurusan Pendidikan Bahasa Inggris

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## Angket Untuk Siswa

### I. Profil siswa

Isilah data pribadi adik-adik sebagai berikut!

(Bagian ini bersifat *optional*, yakni tidak mengharuskan adik-adik untuk mengisinya)

1. Nama :
2. Umur :
3. Jenis kelamin : L/P

### II. Potensi Siswa

Petunjuk Pengisian:

Berilah tanda silang (X) pada pilihan jawaban yang sesuai dengan pendapat adik-adik.

#### A. Tujuan

1. Apa tujuanmu dalam belajar bahasa Inggris? (Boleh memilih lebih dari 1)
  - a. Aku belajar Bahasa Inggris untuk meningkatkan kemampuanku dalam mendengar, berbicara, membaca, dan menulis.
  - b. Aku belajar Bahasa Inggris agar aku bisa berkomunikasi baik di dalam maupun di luar kelas dengan menggunakan Bahasa Inggris.
  - c. Aku belajar Bahasa Inggris agar besok, ketika aku sudah SMP tidak mengalami kesulitan dalam pelajaran Bahasa Inggris.



## B. Input

2. Dalam belajar menyimak (*listening*), materi yang aku sukai adalah ....  
(boleh memilih lebih dari satu)
  - a. materi yang berupa dialog (rekaman percakapan)
  - b. materi yang berupa monolog (contoh: instruksi-instruksi yang diucapkan guru)
  - c. cerita lisan
  - d. kosakata bergambar
  - e. gambar-gambar/ foto-foto
  - f. lain-lain: .....
3. Dalam belajar berbicara (*speaking*), materi yang aku sukai adalah ....  
(boleh memilih lebih dari satu)
  - a. materi yang berupa dialog (teks percakapan)
  - b. materi yang berupa monolog (presentasi individu)
  - c. gambar- gambar atau foto- foto
  - d. lain-lain: .....
4. Dalam belajar membaca (*reading*), materi yang aku sukai adalah ....  
(boleh memilih lebih dari satu)
  - a. teks fungsional pendek (seperti; surat pribadi dan kartu-kartu ucapan)
  - b. teks deskriptif bergambar
  - c. lain-lain: .....

5. Dalam belajar menulis (*writing*), materi yang aku sukai adalah ....  
(boleh memilih lebih dari satu)
- a. teks fungsional pendek (seperti; surat pribadi dan kartu-kartu ucapan)
  - b. teks deskriptif bergambar
  - c. kosakata bergambar
  - d. lain-lain: .....
6. Panjang teks yang aku inginkan adalah ....
- a. < 100 kata
  - b. 100-200 kata
  - c. 200-300 kata
  - d. > 300 kata
  - e. Lainnya:.....
7. Topik yang aku sukai dalam belajar Bahasa Inggris adalah ....  
(boleh memilih lebih dari satu)
- a. *Introduction* (perkenalan)
  - b. *Classroom and School* (ruang kelas dan sekolah)
  - c. *My family* (keluarga)
  - d. *Clothes* (pakaian)
  - e. *Animals* (binatang-binatang)
  - f. *Things in the home* (benda- benda di rumah)
  - g. *Food and drink* (makanan dan minuman)
  - h. *Parts of body* (bagian-bagian tubuh)
  - i. *Means of transportation* (alat- alat transportasi)
  - j. *Sports* (Olahraga)
  - k. *Hobbies* (hobi)
  - l. Lain-lain: .....

C. Kegiatan pembelajaran

8. Aktivitas- aktivitas pembelajaran yang aku sukai dalam belajar menyimak (*listening*) adalah ....(boleh memilih lebih dari satu)
  - a. Mendengarkan perintah guru dan memperagakan gerakan- gerakan (*Listen and do activity*)
  - b. Bermain *game* (misal: '*Simon Says*')
  - c. Mendengarkan cerita lisan
  - d. Mendengarkan kata-kata atau kalimat- kalimat Bahasa Inggris yang diucapkan oleh guru dan menirukannya
  - e. Menjawab pertanyaan berdasarkan suara yang didengarkan.
  - f. Lain-lain: .....
9. Aktivitas- aktivitas yang aku sukai dalam belajar berbicara (*speaking*) adalah ....(boleh memilih lebih dari satu)
  - a. Melakukan permainan-permainan seperti '*Survey game*', '*Guessing game*', atau permainan- permainan lain yang bisa melatih kemampuan berbicaraku.
  - b. Bertanya jawab dengan guru dan teman-temanku.
  - c. mempraktikkan dialog dengan teman-temanku.
  - d. Bermain peran (*Role play*)
  - e. Berbicara di depan kelas.
  - f. Lain- lain:.....
10. Aktivitas- aktivitas yang aku sukai dalam belajar membaca (*reading*) adalah ....(boleh memilih lebih dari satu)
  - a. Membaca teks bacaan dengan nyaring.
  - b. Menjawab pertanyaan- pertanyaan berdasarkan teks yang dibaca.
  - c. Mengidentifikasi pernyataan benar/salah berdasarkan teks yang dibaca.

- d. Membaca teks bergambar yang belum lengkap, dan melengkapinya dengan kata- kata yang tepat.
- e. Lain- lain:.....

11. Aktivitas- aktivitas yang aku sukai dalam belajar menulis (*writing*) adalah ....(boleh memilih lebih dari satu)

- a. Menulis kata- kata dan kalimat- kalimat bahasa Inggris dengan ejaan yang benar.
- b. Melengkapi bagian- bagian teks fungsional pendek yang belum lengkap.
- c. Menyusun bagian- bagian teks fungsional pendek yang masinh rumpang.
- d. Menulis teks fungsional pendek (missal: kartu- kartu ucapan dan undangan)
- e. Lain- lain:.....

#### D. Peran Guru (Teacher Role)

12. Aku senang jika guruku berperan sebagai ...(boleh memilih lebih dari satu)

- a. orang yang memberikan penjelasan secara detail mengenai materi Bahasa Inggris yang sedang dipelajari (*informers*)
- b. orang yang memberikan pengarahan jika ada kesulitan dalam belajar bahasa Inggris (*facilitator*)
- c. orang yang memantau kegiatanku dalam proses pembelajaran Bahasa Inggris (*monitor*)
- d. orang yang memberikan instruksi secara jelas dan mudah dipahami (*instructor*)
- e. orang yang memberikan umpan balik (*feedback giver*)
- f. Lain- lain:.....

E. Peran Siswa (Learner Role)

13. Pada saat kegiatan belajar mengajar di dalam kelas, aku lebih suka jika .... (boleh memilih lebih dari satu)
- a. menjadi siswa yang aktif
  - b. menjadi siswa yang pasif
  - c. menjadi pendengar (*listener*)
  - d. diberi kesempatan aktif untuk berbicara (*speaker*)
  - e. diberi kesempatan aktif untuk berbahasa Inggris secara langsung (*performer*)
  - f. diberi kesempatan aktif untuk berdiskusi (*negotiator*)
  - g. Lain- lain:.....

F. Seting Pembelajaran (Setting)

14. Aku lebih senang belajar di ... (boleh memilih lebih dari satu)
- a. Ruang kelas
  - b. Ruang serba guna
  - c. Halaman sekolah
  - d. Perpustakaan
  - e. Lain- lain:.....
15. Dalam belajar Bahasa Inggris, aku lebih suka belajar secara .... (boleh memilih lebih dari satu)
- a. individu
  - b. dengan teman sebangku
  - c. berkelompok
  - d. Lain- lain:.....

--Terimakasih--

### Need Analysis Results

Aspects	Question number	Students' Needs	N*	Total answers per item	Agree
<b>Goals</b>	1	I study English to improve my skills on listening, speaking, reading, and writing.	30	24	80%
		I study English in order to be able to communicate in English both inside the classroom and outside the classroom.	30	13	43%
		I study English in order to be able to understand the lesson in the next educational level (Junior High School)	30	9	30%
<b>Input</b> (types of listening materials)	2	I like listening materials in the form of dialog.	30	21	70%
		I like listening materials in the form of monolog.	30	19	63%
		I like listening materials in the form of spoken stories.	30	26	87%
		I like listening materials in the form of pictured vocabulary.	30	16	53%
		I like listening materials in the form of explanation about grammar.	30	8	27%
		I like listening materials in the form of pictures and images.	30	12	40%
<b>Input</b> (types of speaking materials)	2	I like speaking materials in the form of dialog.	30	25	83%
		I like speaking materials in the form of monolog.	30	16	53%
		I like speaking materials in the form of pictured vocabulary.	30	10	33%
<b>Input</b> (types of reading materials)	3	I like reading materials in the form of short functional texts.	30	9	30%
		I like reading materials in the form of pictured descriptive text.	30	24	80%
		I like reading materials in the form of pictured vocabulary.	30	22	73%

<b>Input</b> (types of writing materials)	4	I like writing materials in the form of short functional texts.	30	12	40%
		I like writing materials in the form of pictured descriptive text.	30	8	27%
		I like writing materials in the form of pictured vocabulary.	30	15	30%
<b>Input</b> (the length of the text)	5	I would like to have a long input text (less than 100 words)	30	23	77%
		I would like to have a long input text (about 100-200 words)	30	5	17%
		I would like to have a long input text (about 200-300 words)	30	2	7%
		I would like to have a long input text (more than 300 words)	30	0	0%
<b>Input</b> (topics)	6	I like studying about “ <i>Introduction</i> ”	30	15	50%
		I like studying about “ <i>Classroom and School</i> ”	30	23	77%
		I like studying about “ <i>My Family</i> ”	30	13	43%
		I like studying about “ <i>Clothes</i> ”	30	18	60%
		I like studying about “ <i>Animals</i> ”	30	19	63%
		I like studying about “ <i>Things in the House</i> ”	30	10	33%
		I like studying about “ <i>Food and Drink</i> ”	30	20	67%
		I like studying about “ <i>Parts of Body</i> ”	30	18	60%
		I like studying about “ <i>Means of Transportation</i> ”	30	14	47%
		I like studying about “ <i>Sports</i> ”	30	20	67%
		I like studying about “ <i>Hobbies</i> ”	30	24	80%
<b>Procedure</b> (types of listening activities)	7	In listening activities, I prefer an activity like listening to the teacher’s instructions and doing the actions.	30	22	73%
		In listening activities, I prefer an activity like playing a game (such as <i>Simon Says</i> )	30	23	77%
		In listening activities, I prefer an activity like listening to the	30	28	93%

		spoken stories.			
		In listening activities, I prefer an activity like listening and repeating words or sentences pronounced by the teacher.	30	12	40%
		In listening activities, I prefer an activity like answering questions based on the voice I listen to.	30	9	30%
<b>Procedure</b> (types of speaking activities)	8	In speaking activities, I prefer an activity like playing a communication game (such as <i>Guessing Game and Survey Game</i> )	30	20	67%
		In speaking activities, I prefer an activity like asking and answering with my teacher.	30	8	27%
		Practicing dialogue with my friends.	30	17	57%
		In speaking activities, I prefer an activity like speaking in front of the class.	30	12	40%
<b>Procedure</b> (types of reading activities)	9	In reading activities, I prefer an activity like reading aloud.	30	15	50%
		In reading activities, I prefer an activity like answering questions based on the text I read.	30	13	43%
		In reading activities, I prefer an activity like identifying the correct or incorrect statements based on the text I read.	30	20	67%
		In reading activities, I prefer an activity like reading a pictured text and completing it by choosing the appropriate words.	30	11	37%
<b>Procedure</b> (types of writing activities)	10	In writing activities, I prefer an activity like writing words or sentences correctly.	30	13	43%
		In writing activities, I prefer an activity like completing a short functional text with appropriate words.	30	16	53%
		In writing activities, I prefer an	30	6	20%



		activity like arranging the jumbled sentences into a good short functional text.			
		In writing activities, I prefer an activity like writing a short functional text based on the situation	30	12	40%
<b>Teacher roles</b>	11	I prefer that the teacher gives a detailed explanation about the input ( <i>as an informer</i> ).	30	19	63%
		I prefer that the teacher helps the students if they find difficulties ( <i>as a facilitator</i> ).	30	22	73%
		I prefer that the teacher observes my activities during the activities in the process of teaching and learning ( <i>as a monitor</i> )	30	20	67%
		I prefer that the teacher gives instructions clearly and easy to understand ( <i>as an instructor</i> ).	30	26	87%
		I prefer that the teacher give feedback on my performance ( <i>as a feedback giver</i> )	30	17	57%
<b>Learner role</b>	12	I prefer to be an active student.	30	28	93%
		I prefer to be a passive student.	30	2	7%
		I prefer to be a listener.	30	8	27%
		I prefer to be a speaker.	30	16	53%
		I prefer to be a performer.	30	11	37%
		I prefer to be a negotiator.	30	5	17%
<b>Setting (places)</b>	13	I prefer study in the classroom.	30	12	40%
		I prefer study in the school yard	30	18	60%
		I prefer study in the library.	30	21	70%
<b>Setting (the grouping)</b>	14	I prefer to do the Tasks individually.	30	14	47%
		I prefer to do the Tasks in pairs.	30	24	80%
		I prefer to do the Tasks in a group.	30	17	57%

## COURSE GRID

**Name of the school** : SD N Paliyan IV  
**Subject** : English  
**Class/ Semester** : VI/ I  
**Skill** : Listening/ Speaking/ Reading/ Writing  
**Standard Competency:**

1. Understanding very simple instructions and information by doing actions and giving responds orally in the context of students' surrounding
2. Expressing very simple instructions and information in the context of students' surroundings.
3. Understanding very simple short functional texts and pictured descriptive text in the context of students' surrounding.
4. Writing very simple short functional texts in the context of students' surroundings

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
<b>Listening:</b> 1.1.Responding to very simple instructions by doing actions or giving responds orally in the context of students' surrounding.	<ul style="list-style-type: none"> <li>• Students are able to do actions based on the instructions they listen to.</li> <li>• Students are able to give responds orally based on the instructions they listen to.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictured dialogue</li> <li>• Dialogue</li> <li>• Instructions</li> <li>✓ <i>Put the book on the table, please.</i></li> <li>✓ <i>Put the bag on the chair, please.</i></li> <li>✓ <i>Close your book, please.</i></li> <li>✓ <i>etc</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Warming up: reading and reading the expressions in the pictured dialogue.</li> <li>✓ Listening to a dialog and answering the comprehension questions.</li> <li>✓ Studying the explanation about expressions of commands.</li> <li>✓ Listening to instructions and choosing the appropriate actions in the pictures</li> <li>✓ Listening to instructions, giving responds orally, and doing the appropriate actions</li> <li>✓ Playing 'Simon Says'</li> </ul>	<i>In the classroom</i>	<ul style="list-style-type: none"> <li>• Vocabulary:               <ul style="list-style-type: none"> <li>✓ bag</li> <li>✓ book</li> <li>✓ pencil case</li> <li>✓ etc</li> </ul> </li> <li>• Grammar Review:               <ul style="list-style-type: none"> <li>✓ Imperative sentences. (V1 + Noun)</li> </ul> </li> </ul>	Oral Test: ✓ Listening to instructions and doing the appropriate actions ✓ Observation on 'Simon Says' game	2X35'	Confident Honest	Book English for the 6 <sup>th</sup> grade

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
<b>Speaking:</b> 2.2. Being engaged in conversations to ask or give certain things or helps which involve actions and expressions for asking and giving things acceptably	<ul style="list-style-type: none"> <li>✓ Students are able to ask for a certain thing from someone else's using appropriate expressions, such as 'May I'</li> <li>✓ Students are able to give things to someone using appropriate expressions.</li> <li>✓ Students are able to borrow and give something using appropriate expressions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Dialogues and pictures</li> </ul>	<ul style="list-style-type: none"> <li>✓ Reading a dialogue and answering the comprehension question</li> <li>✓ Practicing the dialogue in pairs</li> <li>✓ Studying the expressions of asking for permission and then completing the dialogues based on the pictures.</li> <li>✓ Role-playing (asking and giving something to someone based on the cues)</li> </ul>	<i>In the classroom</i>	<ul style="list-style-type: none"> <li>✓ Expressions for asking and giving permissions: <i>May I ....?</i> <i>Can I ....?</i></li> <li>✓ Vocabulary: <i>bag</i> <i>book</i> <i>pencil case</i> <i>etc</i></li> </ul>	Oral Test: ✓ Observation on students' role plays.	2X35'	Confident	Book English for the 6 <sup>th</sup> grade

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
2.3. Being engaged in conversations to ask or give information which involves expressions to ask for quantity acceptably	<ul style="list-style-type: none"> <li>✓ Students are able to ask for quantity</li> <li>✓ Students are able to give information about quantity.</li> <li>✓ Students are able to ask and give information about quantity using appropriate expressions.</li> </ul>	✓ Dialogues and pictures	<ul style="list-style-type: none"> <li>✓ Reading a dialogue and answering the comprehension question</li> <li>✓ Practicing the dialogue in pairs</li> <li>✓ Studying the expressions to ask and give information about quantity</li> <li>✓ Playing survey game.</li> </ul>	<i>In the classroom</i>	<ul style="list-style-type: none"> <li>✓ Expressions for asking and giving information about quantity: <ul style="list-style-type: none"> <li>- <i>How many pencils do you have?</i></li> <li>- <i>I have four pencils.</i></li> <li>- <i>She has a pen.</i></li> </ul> </li> </ul>	✓ Observation on students' survey game	2X35'	Confident	Book English for the 6 <sup>th</sup> grade

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
<b>Reading:</b> 3.2. Understanding very simple pictured descriptive texts in the contexts of students' surrounding	<ul style="list-style-type: none"> <li>Students are able to read pictured descriptive texts and ticking the pictures based on the text.</li> <li>Students are able to analyze the correct/ incorrect sentences based on the text.</li> <li>Students are able to answer questions based on the text.</li> </ul>	✓ Pictured descriptive text.	<ul style="list-style-type: none"> <li>✓ Reading a pictured descriptive text and then ticking the pictures based on the information in the text</li> <li>✓ Reading a pictured descriptive text and identifying the correct/ incorrect sentences based on the text</li> <li>✓ Answering questions based on the pictured descriptive text they read</li> </ul>	<i>In the classroom</i>	<ul style="list-style-type: none"> <li>✓ Vocabulary: <i>bag</i> <i>book</i> <i>pencil case</i> <i>etc</i></li> <li>✓ Prepositions: <i>in</i> <i>on</i> <i>above</i> <i>behind</i> <i>beside</i> <i>next to</i> <i>between</i> <i>in front of</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ analysing the correct/ incorrect sentences based on the text.</li> <li>✓ Answering questions based on the text</li> </ul>	2X35'	Independent	Book English for the 6 <sup>th</sup> grade

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
<b>Writing:</b> 4.1. Writing very simple short functional texts; notices	<ul style="list-style-type: none"> <li>Students are able to understand the generic structure of a notice.</li> <li>Students are able to choose appropriate notices based on the situations.</li> <li>Students are able to write notices based on the situations.</li> </ul>	<ul style="list-style-type: none"> <li>Short functional text; notices</li> </ul>	<ul style="list-style-type: none"> <li>✓ Reading and studying the example of notices</li> <li>✓ Choosing the appropriate notices based on the situations.</li> <li>✓ Writing short notices based on the situations</li> </ul>	<i>In the classroom</i>	<ul style="list-style-type: none"> <li>✓ Imperative sentences for making notices (V1+ Noun)</li> <li>✓ Prohibition (Don't +V1+N)</li> <li>✓ Vocabulary: <i>room</i> <i>book</i> <i>etc</i></li> </ul>	Written test: Writing short functional texts based on the situations	2X35'	Confident Independent	Book English for the 6 <sup>th</sup> grade

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
<b>Listening:</b> 1.3. Understanding spoken stories with the aid of pictures acceptably	<ul style="list-style-type: none"> <li>✓ Students are able to identify words related to the topic.</li> <li>✓ Students are able to arrange pictures series based on the story they listen to.</li> <li>✓ Students are able to catch information from the story they listen to.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pictured dialogue</li> <li>✓ A spoken story entitled "The Very Hungry Caterpillar"</li> </ul>	<ul style="list-style-type: none"> <li>✓ Matching the pictures with the words (to help the students to do the next tasks)</li> <li>✓ Listening to the story and looking at the pictures and then arranging the pictures based on the story they listen to.</li> <li>✓ Listening to the story again and then completing the incomplete story by choosing the appropriate words.</li> </ul>	<i>I like ice cream</i>	Vocabulary about food and drink: <ul style="list-style-type: none"> <li>✓ <i>ice cream</i></li> <li>✓ <i>cake</i></li> <li>✓ <i>apples</i></li> <li>✓ <i>coffee</i></li> <li>✓ <i>etc</i></li> </ul>	Written tests: <ul style="list-style-type: none"> <li>✓ Arranging pictures based on the story they listen to.</li> <li>✓ Completing the incomplete story.</li> </ul>	2X35'	Independent	Book English for the 6 <sup>th</sup> grade

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
<b>Speaking:</b> 2.3. Being engaged in conversations to ask or give information which involves expressions of like or dislike acceptably	<ul style="list-style-type: none"> <li>✓ Students are able to pronounce vocabulary about food and drink correctly.</li> <li>✓ Students are able to ask about someone's favorite food using the appropriate expressions</li> <li>✓ Students are able to give information about their favorite food using the appropriate expressions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pictured dialogue.</li> <li>✓ Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>✓ Matching the pictures with the appropriate words</li> <li>✓ Reading a dialogue and answering the comprehension questions</li> <li>✓ Practising the dialogue in pairs.</li> <li>✓ Studying the expressions of like and dislike</li> <li>✓ Playing <i>Survey game</i></li> </ul>	<i>I like ice cream</i>	Expressions of like or dislike: <ul style="list-style-type: none"> <li>✓ <i>Do you like ...?</i></li> <li>✓ <i>I like ...</i></li> <li>✓ <i>I don't like ...</i></li> <li>✓ <i>She likes ...</i></li> <li>✓ <i>Etc</i></li> </ul>	Observation on the <i>Survey Game</i>	2X35'	Confident	Book English for the 6 <sup>th</sup> grade



Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
2.2. Being engaged in conversations to ask or give certain things or helps which involve actions and expressions for asking and giving things acceptably	<ul style="list-style-type: none"> <li>✓ Students are able to ask for certain things using appropriate expressions</li> <li>✓ Students are able to give certain things using appropriate expressions</li> <li>✓ Students are able to use the expression of <i>May I ...</i> correctly.</li> </ul>	✓ Dialogue	<ul style="list-style-type: none"> <li>✓ Reading a dialogue and answering the comprehension questions</li> <li>✓ Practising the dialogue in pairs.</li> <li>✓ Completing dialogues based on the pictures</li> <li>✓ Role playing: asking and giving food and drink based on the pictures</li> </ul>	<i>I like ice cream</i>	<p>Vocabulary about food and drink:</p> <ul style="list-style-type: none"> <li>✓ <i>ice cream</i></li> <li>✓ <i>cake</i></li> <li>✓ <i>apples</i></li> <li>✓ <i>coffee</i></li> <li>✓ <i>etc</i></li> </ul> <p>Expressions to ask and give things:</p> <ul style="list-style-type: none"> <li>✓ <i>May I have a ...?</i></li> <li>✓ <i>Here you are.</i></li> </ul>	Role playing	2X35'	Confident	Book English for the 6 <sup>th</sup> grade

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
<b>Reading:</b> 3.2. Understanding very simple pictured descriptive texts in the contexts of students' surrounding	<ul style="list-style-type: none"> <li>✓ Students are able to read illustrated descriptive texts and do the comprehension exercise based on the text.</li> <li>✓ Students are able to analyze the correct/ incorrect sentences based on the text.</li> <li>✓ Students are able to answer questions based on the text.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pictured descriptive text.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Reading a pictured descriptive text and ticking the pictures.</li> <li>✓ Reading a pictured descriptive text and analysing the correct/ incorrect sentences based on the text.</li> <li>✓ Answering questions based on the text</li> </ul>	<i>I like ice cream</i>	Vocabulary about food and drink: <ul style="list-style-type: none"> <li>✓ <i>ice cream</i></li> <li>✓ <i>cake</i></li> <li>✓ <i>apples</i></li> <li>✓ <i>coffee</i></li> <li>✓ <i>etc</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Analysing the correct/ incorrect sentences based on the text.</li> <li>✓ Answering questions based on the text</li> </ul>	4X35'	Independent	Book English for the 6 <sup>th</sup> grade

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
<b>Writing:</b> 4.1. Writing very simple short functional texts	<ul style="list-style-type: none"> <li>Students are able to catch information in a personal letter they read.</li> <li>Students are able to complete an incomplete letter.</li> <li>Students are able to arrange jumbled sentences into a good personal letter.</li> </ul>	Personal letter	<ul style="list-style-type: none"> <li>✓ Reading a personal letter and answering the comprehension questions.</li> <li>✓ Studying the explanation about a personal letter</li> <li>✓ Completing an incomplete personal letter by choosing the appropriate words.</li> <li>✓ Arranging jumbled parts of a personal letter and rewriting it</li> </ul>	<i>I like ice cream</i>	Vocabulary about food and drink: ✓ <i>ice cream</i> ✓ <i>cake</i> ✓ <i>apples</i> ✓ <i>coffee</i> ✓ <i>etc</i>	Written test: ✓ Arranging jumbled sentences into a good personal letter	2X35'	Confident Independent	Book English for the 6 <sup>th</sup> grade

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
<b>Listening:</b> 1.3. Understanding spoken stories with the aid of pictures acceptably	<ul style="list-style-type: none"> <li>✓ Students are able to identify vocabulary related to the topic</li> <li>✓ Students are able to identify the correct/ incorrect sentences based on the story they listen to.</li> <li>✓ Students are able to answer the questions based on the story they listen to.</li> </ul>	A story about hobbies	<ul style="list-style-type: none"> <li>✓ Matching the pictures with the words</li> <li>✓ Listening to a spoken story</li> <li>✓ Choosing 'true' or 'false' based on the story they listen to</li> <li>✓ Answering questions based on the story they listen to</li> </ul>	<i>My hobby is singing</i>	Vocabulary about hobbies: <ul style="list-style-type: none"> <li>✓ <i>Reading</i></li> <li>✓ <i>Singing</i></li> <li>✓ <i>Dancing</i></li> <li>✓ <i>Etc</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Identifying the correct/ incorrect sentences based on the story they listen to</li> <li>✓ Answering questions based on the story they listen to</li> </ul>	2X35'	Independent	Book English for the 6 <sup>th</sup> grade

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
<b>Speaking:</b> 2.3. Being engaged in conversations to ask or give information which involve expressions of like or dislike	<ul style="list-style-type: none"> <li>✓ Students are able to pronounce vocabulary about hobbies correctly.</li> <li>✓ Students are able to ask about someone's hobby using the expression "Do you like ...?"</li> <li>✓ Students are able to give information about their hobbies.</li> <li>✓ Students are able to ask or give information using expressions of like or dislike</li> </ul>	Dialogue	<ul style="list-style-type: none"> <li>✓ Reading a dialogue and answering the comprehension questions</li> <li>✓ Practising the dialogue in pairs.</li> <li>✓ Playing <i>Guessing Game</i></li> <li>✓ Telling about their hobbies and their friends' hobbies.</li> </ul>	<i>My hobby is singing</i>	Expressions of like or dislike: ✓ <i>Do you like ...?</i> ✓ <i>I like ...</i> ✓ <i>I don't like ...</i> ✓ <i>She likes ...</i> ✓ <i>Etc</i>	Observation on: <i>guessing game.</i>  Observation on: Students' performance.	2X35'	Confident	Book English for the 6 <sup>th</sup> grade

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
<b>Reading:</b> 3.1. Reading very simple short functional texts with the correct pronunciation and intonation.	<ul style="list-style-type: none"> <li>✓ Students are able to read a personal letter aloud, with the correct pronunciation and intonation.</li> <li>✓ Students are able to answer the questions based on the letter.</li> </ul>	A personal letter	<ul style="list-style-type: none"> <li>✓ Reading a letter aloud.</li> <li>✓ Identifying the correct/ incorrect sentences based on the letter they read</li> <li>✓ Answering the questions based on the letter they read</li> </ul>	<i>My hobby is singing</i>	Vocabulary about hobbies: <ul style="list-style-type: none"> <li>✓ <i>Reading</i></li> <li>✓ <i>Singing</i></li> <li>✓ <i>Dancing</i></li> <li>✓ <i>Etc</i></li> </ul>	Written test: <ul style="list-style-type: none"> <li>✓ Identifying the correct/ incorrect sentences based on the letter they read</li> <li>✓ Answering the questions based on the letter.</li> </ul>	2X35'	Confident Independent	Book English for the 6 <sup>th</sup> grade

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
<b>Reading:</b> 3.2. Understanding very simple pictured descriptive texts in the contexts of students' surrounding	<ul style="list-style-type: none"> <li>✓ Students are able to read and answer questions by choosing the appropriate options.</li> <li>✓ Students are able to read and analyze the correct/incorrect sentences based on the text they read.</li> <li>✓ Students are able to answer questions based on the text they read.</li> </ul>	Pictured descriptive texts	<ul style="list-style-type: none"> <li>✓ Reading a pictured descriptive text and then answering the comprehension questions by choosing the appropriate option</li> <li>✓ Reading a pictured descriptive text and then identifying the correct/incorrect sentences based on the text they read</li> <li>✓ Answering questions based on the text they read</li> </ul>	<i>My hobby is singing</i>	Vocabulary about hobbies: ✓ <i>Reading</i> ✓ <i>Singing</i> ✓ <i>Dancing</i> ✓ <i>Etc</i>	<ul style="list-style-type: none"> <li>✓ Choosing 'True' / 'False' based on the text</li> <li>✓ Answering questions based on the text</li> </ul>	2X35'	Confident independent	Book English for the 6 <sup>th</sup> grade

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language	Assessment	Time Allocation	Characters	Sources
<b>Writing:</b> 4.1. Writing very simple short functional texts; short messages	<ul style="list-style-type: none"> <li>✓ Students are able to read a short message and catching information from the short messages.</li> <li>✓ Students are able to choose appropriate short messages based on the situations</li> <li>✓ Students are able to write short messages based on the situations</li> </ul>	Short messages	<ul style="list-style-type: none"> <li>✓ Reading a short message and answering the questions.</li> <li>✓ Matching the situations with the appropriate short messages</li> <li>✓ Writing short messages based on the situations</li> </ul>	<i>My hobby is singing</i>	Vocabulary about hobbies: ✓ <i>Reading</i> ✓ <i>Singing</i> ✓ <i>Dancing</i> ✓ <i>Etc</i>	Written test: Writing short messages based on the situations	2X35'	Confident Independent	Book English for the 6 <sup>th</sup> grade



The first Draft

# English for the sixth grade students



An English course for  
Elementary School Students  
Grade 6

Written by:  
Citra Novaria

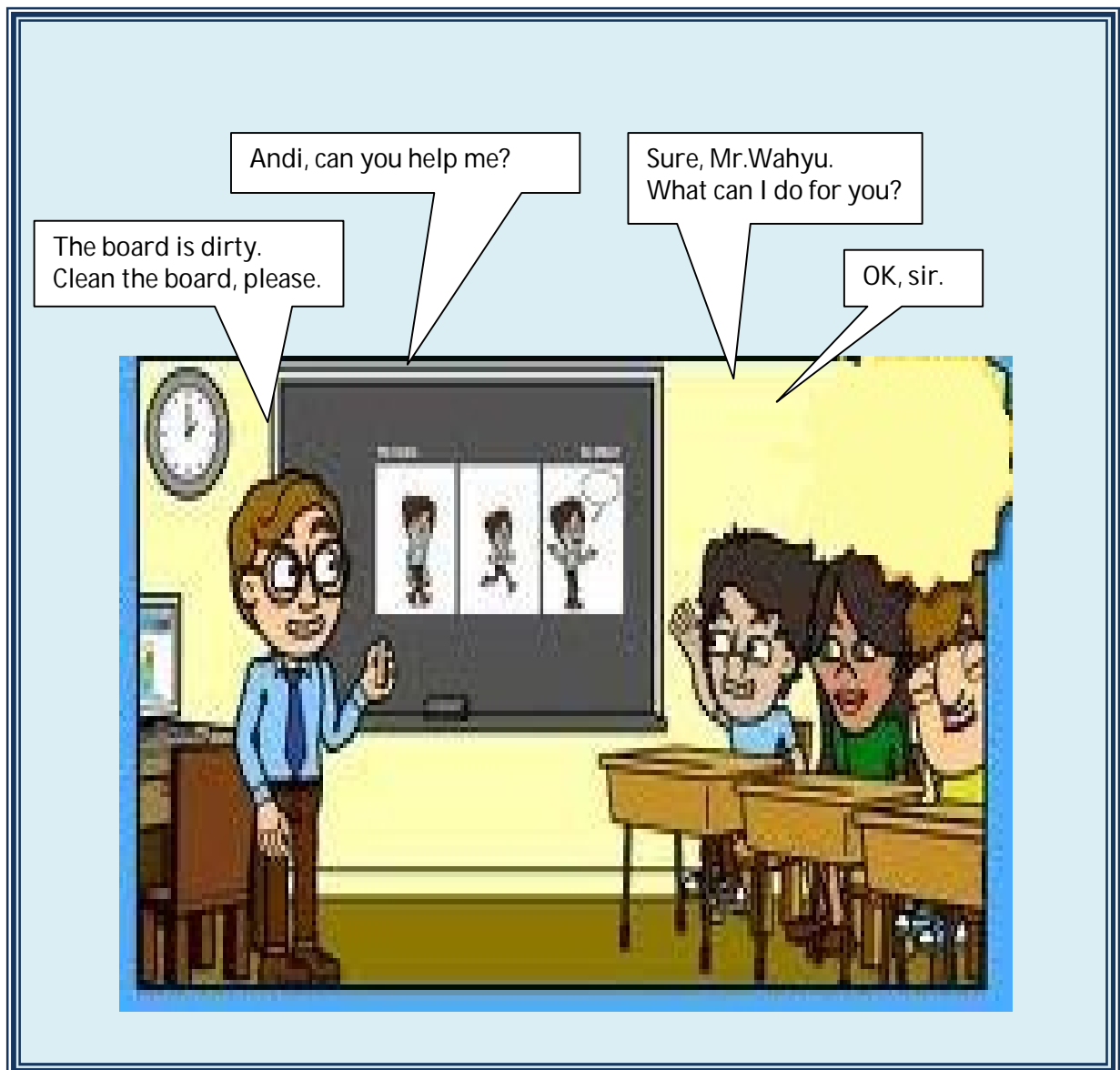
# UNIT 1

## In the Classroom



### Lead-in

Task 1. Listen and repeat.



Picture 1.1.

## LISTENING AND SPEAKING SECTIONS

**Task 2. Listen and read the dialogue.**

Mrs. Lita : Are you ready, class?

Students : Yes, mom.

Mrs. Lita : OK, let's check the roll. Now, remember  
to answer 'I'm here' and *raise your hand, please.*

Mrs. Lita : Endika

Andika : I'm here.

Mrs. Lita : Desti.

Desti : I'm here.

Mrs. Lita : Ok, today we will learn English. Now, *prepare your books and pens, please.*

Students : Ok, mom.

Mrs. Lita : Rudi, where is your English book? *Take out your English book, please.*

Rudi : All right, mom.

Mrs. Lita : *Open your book on page 12, please.*

Students : Ok, mom.



Picture 1.2

**Choose the correct answer by crossing out (X) a,b, c, or d.**

1. Where are they?
 

a. in the classroom	c. in the canteen
b. in the library	d. in the bookstore
2. Who is Mrs. Lita?
 

a. She is a mathematics teacher.	c. She is a student.
b. She is an English teacher.	d. She is a biology teacher.
3. When Mrs.Lita calls their names, the students have to ....
 

a. clap their hands	c. raise their hands.
b. stand up	d. open their books
4. Before studying English, Mrs. Lita asks them to ....
 

a. clean the board	c. prepare some crayons
b. open the door	d. prepare their books and pens
5. Mrs.Lita asks them to open their books on page ....
 

a. twelve	c. eleven
b. twenty	d. thirteen



## Language focus

**Task 3. In pairs, study the following explanation and then do the exercise that follow.**

### Instructions/ commands

Perhatikan kalimat- kalimat yang dicetak miring pada task 2. Dalam teks dialog tersebut, kalian dapat menemukan ungkapan-ungkapan sebagai berikut:

- *Raise your hand, please.*
- *Prepare your books and pens, please.*
- *Take out your English book, please.*
- *Open your books on page twelve, please.*

Ungkapan- ungkapan di atas biasa disebut dengan kalimat perintah (*commands*). Kalimat perintah (*commands/instructions*) merupakan kalimat- kalimat yang bertujuan menyuruh seseorang untuk melakukan suatu tindakan yang diinginkan oleh orang lain. Kalimat perintah (*commads/instructions*) dapat dibentuk dengan rumus sebagai berikut:

Verb 1 + Noun + please

Penambahan kata "*please*" dalam sebuah kalimat perintah dimaksudkan agar kalimat perintah tersebut terdengar lebih sopan.

### Examples:

Verb 1	Noun
Take out	your English books, please.
Open	your books, please.

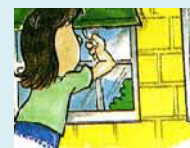
Berikut ini adalah beberapa contoh dari ungkapan- ungkapan perintah. Pelajarilah ungkapan- ungkapan berikut ini dengan mencermati gambar- gambar berikut ini.



Raise your hand, please.



Clean the board, please.



Open the window, please.



Open your book, please.



Close your book, please.



Put away your book, please.

Picture 1.3



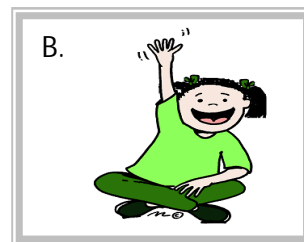
Listen to the instructions and choose the appropriate pictures. (Script 1)

1. \_\_\_\_



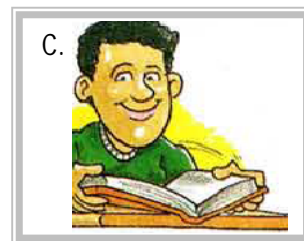
Picture 1.4

2. \_\_\_\_



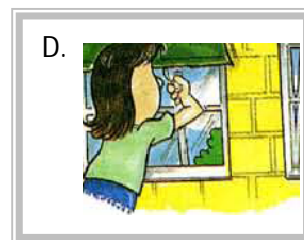
Picture 1.5

3. \_\_\_\_



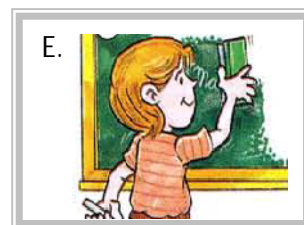
Picture 1.6

4. \_\_\_\_



Picture 1.7

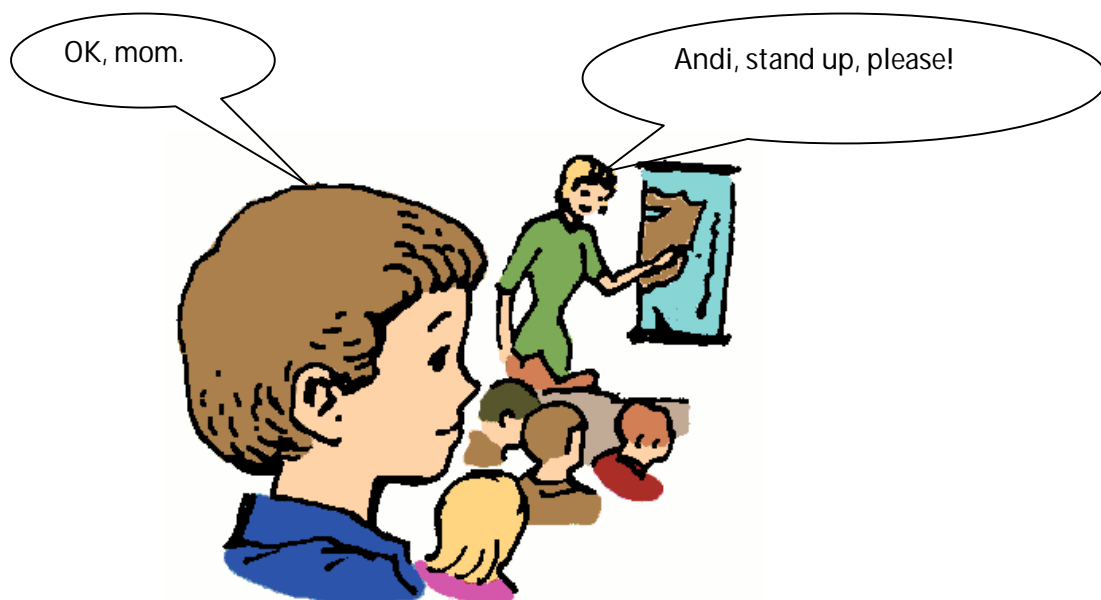
5. \_\_\_\_



Picture 1.8



#### Task 4. Listen to the instructions and do the actions. (Script 2)



Picture 1.9



#### Task 5. Let's play Simon Says.

Your teacher will say some instructions. If your teacher calls out "*Simon says*" before saying the instructions, you have to do the appropriate actions based on the instructions you listen to. If your teacher gives the instructions without calling out "*Simon says*", you have to keep silent and don't do anything.





### Task 6. Listen and repeat.

The following words will help you to do the next tasks in this unit. After listening and repeating these words, learn it.



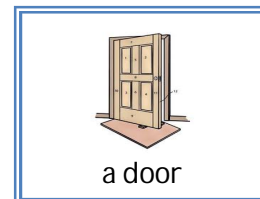
Picture 1.11



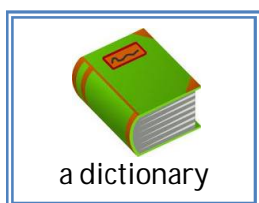
Picture 1.12



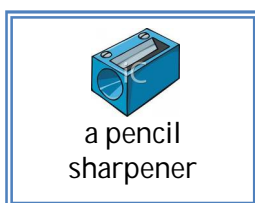
Picture 1.13



Picture 1.14



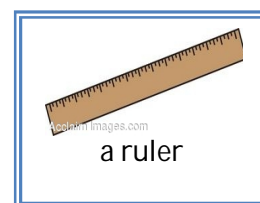
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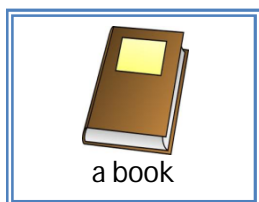
Picture 1.16



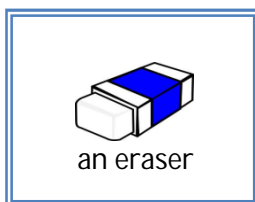
Picture 1.17



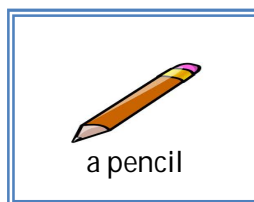
Picture 1.18



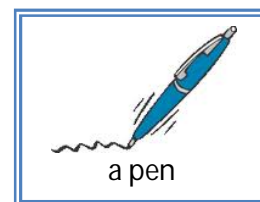
Picture 1.19



Picture 1.20



Picture 1.21



Picture 1.22





**Task 7. In pairs, read the dialogue and answer the questions that follow.  
Then, practise the dialog.**

Mita and Sinta are in the classroom. Mita needs a dictionary but she doesn't have any dictionary. She wants to borrow a dictionary to her friend.

Mita : Whose dictionary is it?

Sinta : It's mine.

Mita : *May I borrow it?*

Sinta : *Sure. Here you are.*

Mita : Thank you very much.

Sinta : That's OK.



Picture 1.23

1. Where are they?
  - a. in the library
  - b. in the classroom
  - c. in the bookstore
  - d. in the laboratory
2. What does Mita need?
  - a. an English book
  - b. a pencil sharpener
  - c. a dictionary
  - d. a ruler
3. Who has a dictionary?
  - a. Sinta
  - b. Ninta
  - c. Nita
  - d. Mita
4. What does '*May I borrow it*' mean?
  - a. Bolehkah aku membelinya?
  - b. Bolehkah aku melihatnya?
  - c. Bolehkah aku menggunakannya?
  - d. Bolehkah aku meminjamnya?
5. What does '*Here you are*' mean?
  - a. Silahkan.
  - b. Baiklah.
  - c. Ini kamusnya.
  - d. Tentu.





## Language focus

**Task 8. Study the following expressions and then do exercise that follow.**

### Permission

Perhatikan ungkapan yang dicetak miring pada teks dialog di atas. Ungkapan "*May I use it?*" merupakan contoh ungkapan yang digunakan untuk meminta ijin. Pola dari ungkapan meminta ijin (*permission*) adalah sebagai berikut:

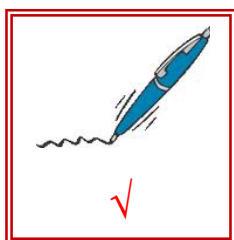
**May/ Can + subject + verb 1 + noun + please?**

**Example:**

May/ Can	I	borrow	a ruler	please?
		use	a pen	
		have	crayons	



**In pairs, complete and then practise the dialogues.**



Picture 1.24

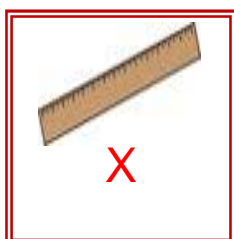
Doni : Whose \_\_\_\_\_ is it?

Candra : It is \_\_\_\_\_ .

Doni : May I \_\_\_\_\_ it?

Candra : \_\_\_\_\_ .

Doni : Thanks.



Picture 1.25

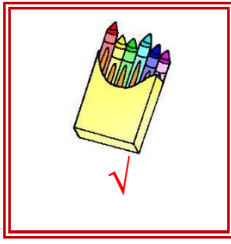
Deni : Whose \_\_\_\_\_ is it?

Fani : It's \_\_\_\_\_ .

Deni : Can I \_\_\_\_\_ it?

Fani : \_\_\_\_\_ , Deni. I'm using it.

Deni : That's OK.



Picture 1.26

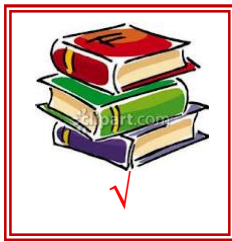
Ari : Whose \_\_\_\_\_ are these?

Mega : These are \_\_\_\_\_.

Ari : \_\_\_\_\_ I use these?

Mega : Sure.

Ari : \_\_\_\_\_.



Picture 1.27

Sinta : Whose \_\_\_\_\_ are \_\_\_\_\_?

Rudi : \_\_\_\_\_ are mine.

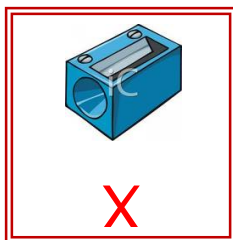
Sinta : May I borrow these?

Rudi : \_\_\_\_\_ . Here you are.

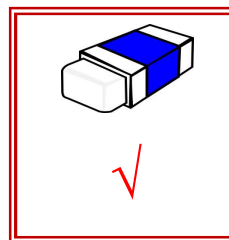
Sinta : Thanks.



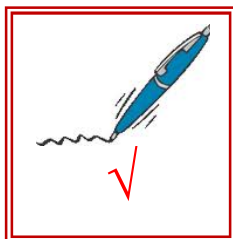
**Task 9. In pairs, use the following cues to practise the dialogues in Task 8.**



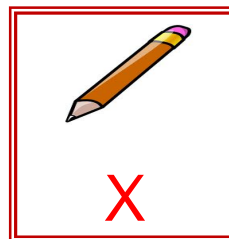
Picture 1.28



Picture 1.29



Picture 1.30



Picture 1.31



**Task 10. In pairs, read the dialogue and then practise the dialogue.**

Sendi needs a pencil but he forgets to bring his pencil. He wants to borrow Fani's pencil.

- Sendi : Fani, do you have any pencils?  
 Fani : Yes, I do.  
 Sendi : *How many pencils do you have?*  
 Fani : *I have four pencils.* Why?  
 Sendi : Would you please lend me one?  
 Fani : Certainly. Here you are.  
 Sendi : Thank you, Sendi.  
 Fani : You're welcome.



Picture 1.32

**Answer the questions based on the dialogue above by crossing out (X) a, b, c, or d.**

1. What does Sendi need?
 

a. a pencil	c. a pen
b. a dictionary	d. an eraser
2. Does he bring any pencils?
 

a. Yes, he does.	c. Yes, he is
b. No, he does not.	d. No, he is not.
3. Does he want to borrow Fani's pencil?
 

a. No, he is not.	c. No, he does not.
b. Yes, he is.	d. Yes, he does.
4. How many pencils does Fani have?
 

a. 5 pencils	c. 3 pencils
b. 4 pencils	d. 2 pencils
5. How many pencils does Sendi need?
 

a. 4 pencils	c. 2 pencils
b. 3 pencils	d. 1 pencil



## Language focus

### Task 11. Study the following expressions and explanation.

#### Asking and giving information of quantity

Dalam teks dialog diatas, kalian dapat menemukan ungkapan yang berbunyi *"How many pencils do you have?"*. Ungkapan seperti ini biasa digunakan untuk menanyakan jumlah suatu benda. Ungkapan *"I have three pencils"* juga bisa kalian temukan dalam teks dialog tersebut. Ungkapan ini biasa digunakan untuk menyatakan jumlah suatu benda.

Apabila dicermati, kalian akan mengetahui bahwa pola kalimat untuk menanyakan dan menyatakan jumlah adalah sebagai berikut:

- Asking for quantity

How many + noun + do/does + subject + has

Examples:

How many	Noun	do/does	subject	have?
How many	pencils	do	I	have?
	erasers		you	
	dictionaries		we	
	books		they	
	pens	does	he	
	rulers		she	
	crayons		it	

- Giving information about quantity

Subject + have/has + quantity + noun

Examples:

Subject	have/has	quantity + noun
I	have	a dictionary
You		some crayons
We		two rulers
They		a pencil sharpener
He	has	an eraser
She		an English book
It		three pens




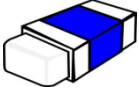





### Task 12. Let's play 'Survey Game'.



Picture 1.33

Walk around the classroom. Ask your friends about how many things they have. Use the following table to do the survey game.

Name Things	Desti	.....	.....	.....	.....	.....
 Picture 1.34	2	.....	.....	.....	.....	.....
 Picture 1.35	1	.....	.....	.....	.....	.....
 Picture 1.36	3	.....	.....	.....	.....	.....
 Picture 1.37	1	.....	.....	.....	.....	.....
 Picture 1.38	5	.....	.....	.....	.....	.....

## READING AND WRITING SECTIONS



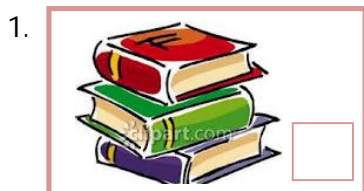
**Task 13. Read the text and then tick the things in Nina's bag.**



Picture 1.39

### Nina's Bag

This is Nina's bag. The color is blue. There are two books, one dictionary, two rulers, and one pencil case in her bag. Her pencils and pens are in the pencil case. There are three pencils and two pens in the pencil case. Her eraser and pencil sharpener are also in the pencil case. There are an eraser and a pencil sharpener in the pencil case.



Picture 1.40



Picture 1.41



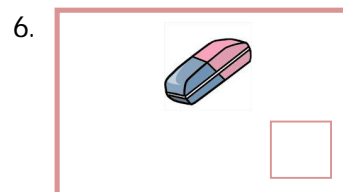
Picture 1.42



Picture 1.43



Picture 1.44



Picture 1.45



**Task 14. Read the text and choose true or false.**

### My Classroom

This is my classroom. It is large and always clean. My friends and I sweep it every morning. It is located in front of the teacher's office. It is beside the science laboratory. It has twelve tables. There are twenty four chairs in the classroom. There is a big whiteboard in front of the class. There is a teacher's desk near the whiteboard. We put a vase on it. There is a clock on the wall.



Picture 1.46

Adapted from:

<http://arieftirta.wordpress.com/tag/descriptive-text/>

1. My classroom is always clean. (.....)
2. My teacher and I sweep it every morning. (.....)
3. There is a small whiteboard in front of the class. (.....)
4. The teacher's desk is beside the cupboard. (.....)
5. There is a vase on the teacher's desk. (.....)



**Task 15. Answer the questions based on the text above.**

1. How is my classroom?  
\_\_\_\_\_
2. Where is my classroom?  
\_\_\_\_\_
3. How many chairs are there in my classroom?  
\_\_\_\_\_
4. How many tables are there in my classroom?  
\_\_\_\_\_
5. Where is the whiteboard?  
\_\_\_\_\_



**Task 16. In pairs, read the notices and study the explanation.**

We like our classroom. It's large and always clean. Miss Dita, our teacher, always reminds us to keep the cleanliness. She puts two big notices on the wall. Here are the notices.

**Keep the room clean.**

**Don't litter here.**



## Language focus

### Notices

Tulisan- tulisan yang dipasang di dalam ruang kelas Dita tersebut merupakan contoh teks fungsional pendek yang berupa kalimat peringatan (*Notices*). *Notices* biasa digunakan untuk memberikan informasi, perintah, atau larangan. Itulah mengapa *notices* biasa dituliskan dengan kata- kata yang sederhana dan dipasang pada papan atau tempat yang strategis.

Perintah (*commands*) dan larangan (*prohibitions*) merupakan contoh- contoh *notices*. Berikut ini adalah contohnya.

#### Types of notices:

Types	Example
Command (V1 + Noun)	Keep the room clean.
Prohibition (Don't + V1)	Don't litter here.



**Task 17. Choose the appropriate notices and rewrite the notices.**

1. You are not allowed to eat in the classroom.

2. You are not allowed to litter the rubbish in the classroom.

3. After reading books, you have to put it in the bookshelf.

4. You have to be quiet in the classroom.

5. You have to be an honest student.

- A. Be quiet.
- B. Don't litter here.
- C. Put the books on the bookshelf.
- D. Litter here.
- E. Be honest.
- F. Don't eat in the classroom.

**Task 18. Write notices based on the situations.**

1. You are not allowed to wear sandals in the classroom.

2. You have to keep the cleanliness.



## SUMMARY

## SUMMARY

In this unit, you learned:

### • Instructions/ commands

Kalimat perintah (*commands/instructions*) merupakan kalimat- kalimat yang bertujuan menyuruh seseorang untuk melakukan suatu tindakan yang diinginkan oleh orang lain. Pola dan contoh kalimat perintah (*commads/instructions*) dapat dilihat sebagai berikut:

Verb 1	Noun	please.
Take out	your English books	please
Open	your books	please

### • Permission

Berikut ini adalah pola dan contoh kalimat yang digunakan untuk meminta ijin (*permission*).

May/ Can	Subject	Verb 1	Noun	please?
May/ Can	I	borrow	a ruler	please?
		use	a pen	
		have	crayons	

### • Asking and giving information about quantity

Berikut ini adalah pola dan contoh kalimat yang digunakan untuk menanyakan informasi tentang jumlah (*asking for quantity*):

How many	Noun	do/does	subject	have?
How many	pencils	do	I/you/we/they	have?
	rulers	does	he/she	

Berikut ini adalah pola dan contoh kalimat yang digunakan untuk memberikan informasi tentang jumlah (*giving information about quantity*):

Subject	have/has	quantity	Noun
I/You/They/We	have	three	erasers
He/She	has	a	ruler



- **Notices**

*Notices* merupakan kalimat- kalimat yang biasa digunakan untuk memberikan informasi, perintah, atau larangan. *Notices* biasa dituliskan dengan kata- kata yang sederhana dan dipasang pada papan atau tempat yang strategis. Berikut ini merupakan jenis dan contoh *notices*.

Types	Example
Command (V1 + Noun)	Keep the room clean.
Prohibition (Don't + V1)	Don't litter here.



## VOCABULARY LIST

Words	Part of Speech	Meaning
classroom	noun	ruang kelas
board	noun	papan tulis
dirty	adjective	kotor
clean	adjective	bersih
remember	verb	mengingat
answer	verb	menjawab
raise	verb	mengangkat
learn	verb	mempelajari
prepare	verb	menyiapkan
take out	verb	mengeluarkan
library	noun	perpustakaan
canteen	noun	kantin
bookstore	noun	toko buku
call	verb	memanggil
command	noun	perintah
action	noun	tindakan
window	noun	jendela
table	noun	meja
door	noun	pintu
dictionary	noun	kamus



Words	Part of Speech	Meaning
pencil sharpener	noun	rautan pensin
crayons	noun	krayon
ruler	noun	penggaris
book	noun	buku
eraser	noun	penghapus
pencil	noun	pensil
pen	noun	pena
want	verb	ingin
borrow	verb	meminjam
lend	verb	meminjami
forget	verb	lupa
large	adjective	luas
clean	adjective	bersih
sweep	verb	mennyapu
put	verb	meletakkan
clock	noun	jam
wall	noun	dinding
litter	noun	mengotori
rubbish	noun	sampah/ kotoran
bookshelf	noun	rak buku
quiet	adjective	diam
eat	verb	makan
wear	verb	memakai
cleanliness	noun	kebersihan



## UNIT 2

## I Like Ice Cream



## Lead-in



Task 1. Read and learn the dialogue.

Yes, please.

Yes, I'm very hungry.

Are you hungry?

Would you like  
some pizza?



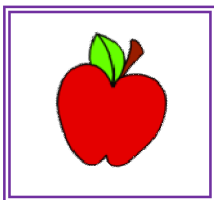


## Vocabulary

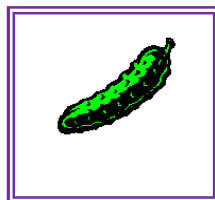
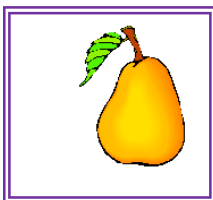
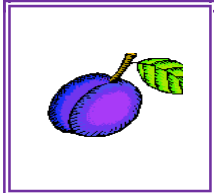
## LISTENING AND SPEAKING SECTIONS

### Task 2. Match and learn.

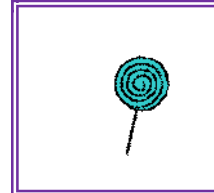
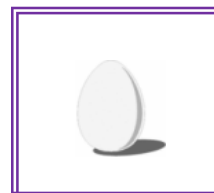
The following words will help you to do the next task in this unit. Match the pictures with the appropriate words, then learn it. After that, listen to your teacher and repeat.



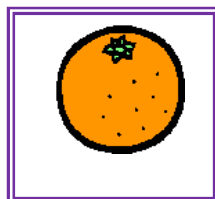
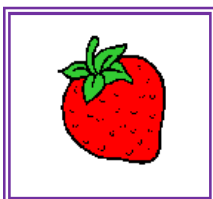
Picture 2.11



Picture 2.4



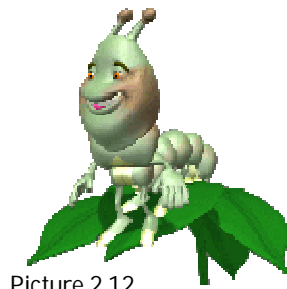
- a lollipop
- an apple
- an egg
- a strawberry
- an orange
- a pear
- a plum
- a hot dog
- a piece of cake
- an ice cream





**Task 3. Listen to the story and then arrange the jumbled pictures.**

Your teacher will tell you a story entitled "*The Very Hungry Caterpillar*". Listen to the story and try to understand it by looking to the pictures showed by your teacher. **(Script 3)**



Picture 2.12

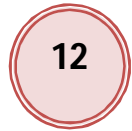
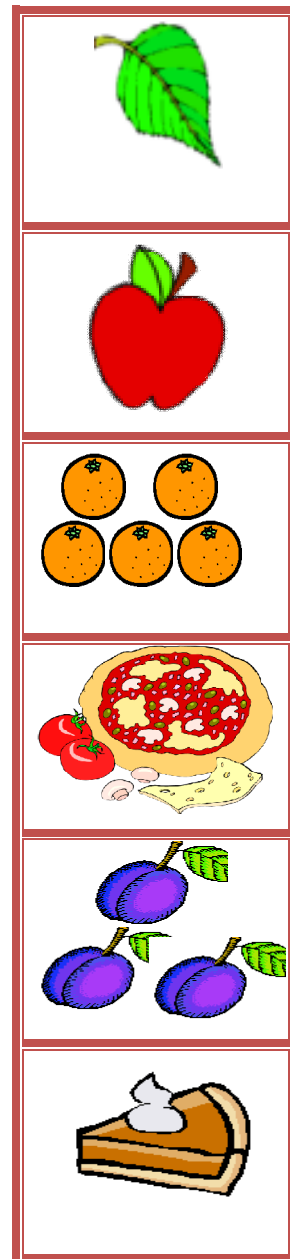
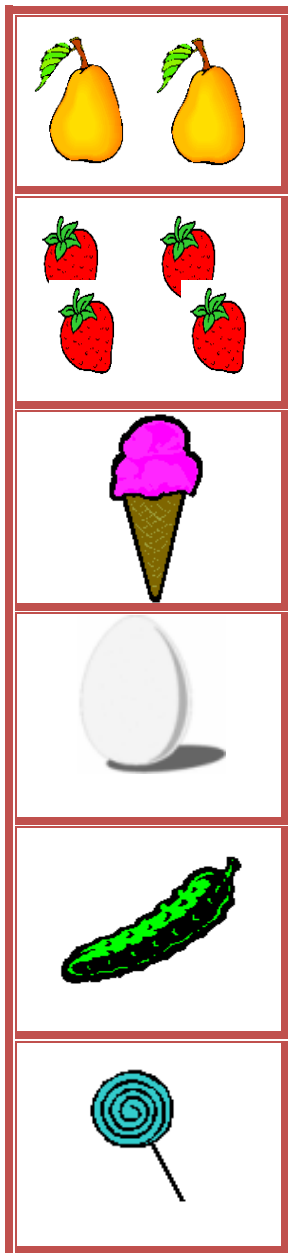
The Very Hungry Caterpillar







Arrange the pictures based on the story by writing the numbers.









Pictures 2.14









**Task 4. Listen to the story again, and complete the story below by choosing the words in the box.**

ice cream	oranges	egg	lollipop	pears
apple	cake	strawberries	pizza	hotdog
leaf				

### THE VERY HUNGRY CATERPILLAR

In the light of the moon, a little  lay on a leaf. One Sunday morning a tiny and hungry caterpillar came out of the egg. He started to look for some food. On Monday he ate through one , but he was still hungry. On Tuesday he ate through two , but he was still hungry. On Wednesday he ate through three , but he was still hungry. On Thursday he ate through four , but he was still hungry. On Friday he ate through five , but he was still hungry.

On Saturday he ate through a , an , a , , and . That night he had a stomachache. The next day was Sunday again. The caterpillar ate through a nice .

And after that day he felt a bit better. Now he wasn't hungry any more. And he wasn't little caterpillar any more; he was a big - fat - caterpillar. He built a small house, called cocoon around himself. He stayed inside for more than two weeks. Then he nibbled a hole in the cocoon, then he pushed his way out and .He was a beautiful butterfly.

Pictures 2.15

Adapted from: [www.maristes.org](http://www.maristes.org)

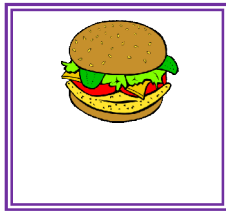




## Vocabulary

### Task 5. Match and learn.

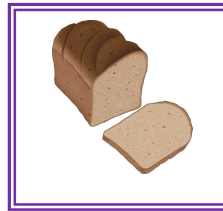
The following words will help you to do the next tasks in this unit. Match the pictures with the appropriate words and learn it. After that, listen to your teacher and repeat.



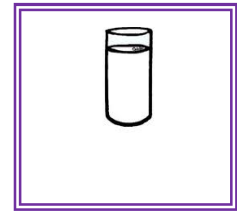
Picture 2.29



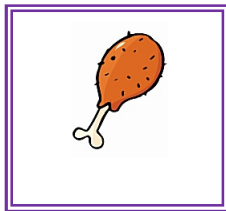
Picture 2.16



Picture 2.17



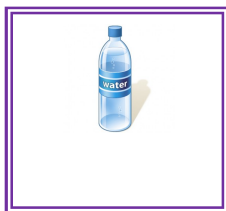
Picture 2.18



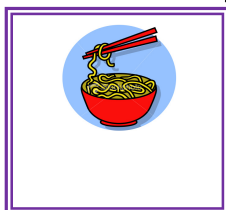
Picture 2.28



Picture 2.27



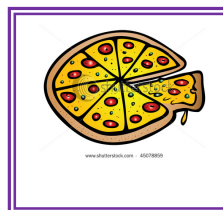
Picture 2.26



Picture 2.25



Picture 2.24



Picture 2.23



Picture 2.22

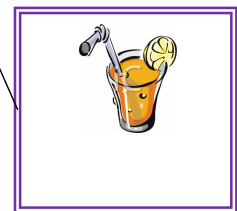
- a burger
- a bowl of soup
- some bread
- a bowl of noodles
- a glass of orange juice
- pizza
- fried chicken
- cake
- a glass of milk
- fish
- a cup of tea
- a bar of chocolate
- a bottle of water



Picture 2.19



Picture 2.20



Picture 2.21





**Task 6. In pairs, read and answer and then practise the dialogue.**

It's the time to break. Yeni and Rika are still in the classroom.

Yeni : I'm so hungry.

Rika : Let's go to the canteen, Yeni.

Yeni : All right, Rika. Will you have a plate of fried rice?

Rika : No, *I don't like fried rice.*

Yeni : *Do you like fried noodles?*

Rika : Yes, I do. *I like it very much.* What's your favorite food, Yeni? *Do you like fried noodles?*

Yeni : No, *I don't like fried noodle.* My favorite food is fried rice.  
What about the drink? What's your favorite drink?

Rika : *I like ice tea.*



Picture 30

**Answer the questions by choosing a, b, c, or d.**

1. Where are they?
  - a. in the school yard
  - b. in the classroom
  - c. in the teacher's room
  - d. in the library
2. Where will they go? They want to go to ....
  - a. the teacher's room
  - b. the library
  - c. the canteen
  - d. the laboratory
3. What is Rika's favorite food?
  - a. fried chicken
  - b. soup
  - c. fried rice
  - d. fried noodle
4. Does she like fried rice?
  - a. Yes, she does.
  - b. No, she does not.
  - c. Yes, she is.
  - d. No, she is not.
5. What is Yeni's favorite food?
  - a. fried chicken
  - b. soup
  - c. fried rice
  - d. fried noodle



## Language focus

### Task 7. Study the following expressions.

#### Likes and dislikes

Pada teks dialog di atas kalian dapat menemukan ungkapan- ungkapan sebagai berikut:

- *I like fried rice.*
- *I like fried noodle*

Ungkapan- ungkapan tersebut biasa digunakan untuk menyatakan perasaan suka terhadap suatu hal. Jika dicermati, ungkapan tersebut memiliki rumus sebagai berikut:

Subject + like/likes + noun/( Verb+ing)

Examples:

Subject	like/ likes	Noun
I/You/They/We	like	fried noodle
He/She/It	likes	iced tea

Pada teks dialog di atas, juga terdapat ungkapan- ungkapan sebagai berikut:

- *I don't like fried rice.*
- *I don't like fried noodle.*

Ungkapan- ungkapan tersebut biasa digunakan untuk menyatakan perasaan tidak suka (*dislike*) terhadap suatu hal. Jika dicermati, ungkapan tersebut memiliki rumus sebagai berikut:

Subject + does/ do + not + like + noun

Examples:

Subject	does/ do	not	Like	Noun
I/You/We/They	do	not	like	burgers
He/She/ It	does			pizza





**Task 8. Let's play survey game.**



Picture 2.31

Walk round the classroom, and do a class survey. Use the following table to do the survey.

No	Food/ drink	Name	“Yes”/ “No”
1	 Picture 2.32	. . . . .	. . . . .
2	 Picture 2.33	. . . . .	. . . . .
3	 Picture 2.34	. . . . .	. . . . .
4	 Picture 2.35	. . . . .	. . . . .
5	 Picture 2.36	. . . . .	. . . . .





**Task 9. In pairs, read and practise the dialogue.**

**At the Bakery**

Shopkeeper : Good morning.  
 Nia : Good morning.  
 Shopkeeper : Can I help you?  
 Nia : *May I have a loaf of bread?*  
 Shopkeeper : Sure. Here you are.  
 Nia : Thank you.  
 Shopkeeper : You're welcome.



Picture 2.37

**Answer the questions based on the dialogue above by choosing a, b, c, or d.**

1. Where is Nia?
  - a. in the market
  - b. in the canteen
  - c. in the supermarket
  - d. in the bakery
2. Who says 'Can I help you'?
  - a. Nia
  - b. the baker
  - c. the shopkeeper
  - d. Mia
3. What does 'Can I help you' mean?
  - a. Dapatkah anda membantu
  - b. Tolong bantu saya
  - c. Maukah anda membantu saya
  - d. Dapatkah saya membantu anda
4. What does she buy?
  - a. a loaf of bread
  - b. a piece of cake
  - c. a bar of chocolate
  - d. a burger
5. Does she buy cake?
  - a. Yes, she is.
  - b. Yes, she does.
  - c. No, it is not.
  - d. No, it does not








## Language focus

### Task 10. Study following explanation.

#### Quantifiers

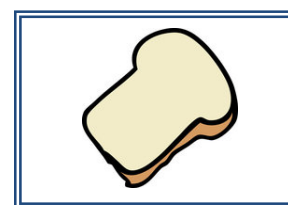
Pada teks dialog di atas kalian dapat menemukan frasa 'a loaf of bread' (sebuah roti). Kata kata *a loaf of* yang berarti sebuah, merupakan contoh dari *quantifiers*. *Quantifiers* merupakan kata- kata yang digunakan sebagai penunjuk jumlah benda yang tidak dapat dihitung (*uncountable noun*). Berikut ini adalah contoh- contoh lain penggunaan *quantifier*:

 <b>a bottle of water</b> Picture 2.38	 <b>a bar of chocolate</b> Picture 2.39	 <b>a glass of milk</b> Picture 2.40
 <b>a cup of tea</b> Picture 2.41	 <b>a bowl of rice</b> Picture 2.42	 <b>a piece of bread</b> Picture 2.43



**In pairs, complete the dialogues based on the pictures and practise.**

Risa : May I \_\_\_\_\_ a piece of \_\_\_\_\_?  
Doni : Sure. Here you are.  
Risa : \_\_\_\_\_.  
Doni : You're welcome.



Picture 2.44

Rudi : \_\_\_\_\_ I have a \_\_\_\_\_ of \_\_\_\_\_?  
Dani : Certainly. Here you are.  
Rudi : Thank you.  
Dani : You are \_\_\_\_\_.



Picture 2.45





**Task 11.** Use the following cues to practise the dialogue in task 13.



Picture 2.46



Picture 2.47



Picture 2.48



Picture 2.49

## READING AND WRITING SECTIONS



**Task 12. Read the text and tick Mr.Jack's favorite food and drink.**

### Mr.Jack's Favorite food



Picture 2.50

Mr.Jack likes to eat in the "Yummy" restaurant. It is always clean. The waiters and waitress always serve the customers friendly. There are various yummy menus in this restaurant.

In this restaurant, Mr.Jack usually orders burgers, and fried potatoes. Sometimes, he also orders fried chicken. Those are his favorite food. His favorite drink is orange juice.

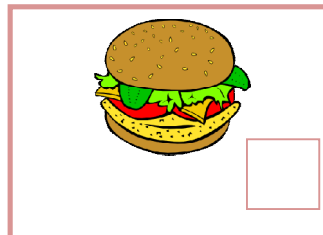
**Tick Mr.Jack's favorite food and drink.**

1.



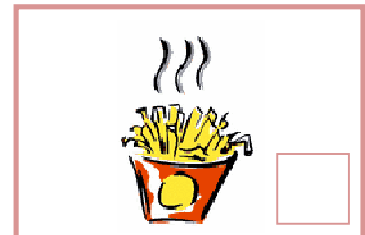
Picture 2.51

2.



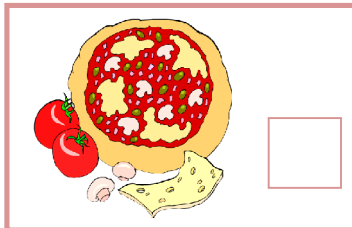
Picture 2.52

3.



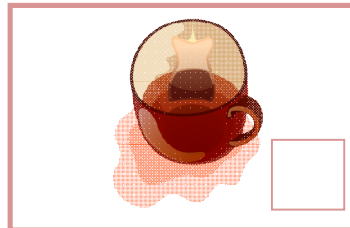
Picture 2.53

4.



Picture 2.54

5.



Picture 2. 55

6.



Picture 2.56



**Task 13. Identify these sentences based on the text above. Write "True" or "False".**

1. Mr.Jack is in the canteen. (.....)
2. He likes pizza. (.....)
3. He likes fried chicken. (.....)
4. His favorite food is burger. (.....)
5. His favorite drink is coffee. (.....)



**Task 14. Answer the questions based on the text.**

1. Where does Mr.Jack usually like to eat?

---

2. Is the restaurant always clean?

---

3. What are his favorite food?

---

4. What is his favorite drink?

---

5. Does he like milk?

---



**Task 15. Read the letter aloud.**

*Jl. Mawar 13  
Surabaya*

*October 5, 2011*

*Dear Rini,*

*I want to tell you about my favorite food. My favorite food is fried rice. Do you like fried rice, Rini? I like it very much. Sometimes, I make it by myself. I usually eat a plate of fried rice with a fried egg. It's high in protein. I also put various vegetables, such as tomatoes, cucumbers, and cabbage. In the morning, my mother also usually makes it for me. I and my sister usually have a breakfast together before we go to school.*

*What about you? Do you like fried rice too? Please tell about your favorite food.  
Bye for now.*

*Yours truly,  
Tika*

Adapted from: Mukarto (2003:29)

**Answer the questions based on the letter above by crossing out (X) a, b, c, or d.**

1. What is Tika's favorite food?
 

a. burger	c. fried noodle
b. pizza	d. fried rice
2. Does she like fried noodles?
 

a. No, she does not.	c. No, it is not.
b. Yes, she does.	d. Yes, it is.
3. Can she cook fried rice?
 

a. No, she can not.	c. No, she is not.
b. Yes, she can.	d. Yes, she is.
4. Does she usually put vegetables in her fried rice?
 

a. Yes, she does.	c. Yes, it is.
b. No, she does not.	d. No, it is not.
5. What vegetables does she usually put in her fried rice?
 

a. tomatoes and spinach	c. tomatoes and lettuce
b. cucumber and cabbage	d. carrots and cucumbers





## Language focus

### Task 16. Read and learn.

#### Personal letter

Yang kalian baca di atas adalah contoh dari sebuah surat pribadi. *Letter* (surat) adalah pesan tertulis yang memiliki berbagai maksud dan dikirimkan kepada seseorang. Sebuah surat pribadi biasanya terdiri dari beberapa bagian, antara lain:

1. Date (tanggal ketika surat ditulis)
2. The receiver's address (alamat penerima)
3. Salutation (Salam pembuka)
4. The body of the letter (isi surat)
5. Closure (penutup surat)
6. Complimentary close (salam penutup)

Perhatikan bagian- bagian surat berikut ini.

Jl. Mawar 13	} the receiver's address	October 5, 2011	} date
Surabaya			
Dear Rini,	} salutation		
I want to tell you about my favorite food. My favorite food is fried rice.	} The body Of the letter		
Do you like fried rice, Rini? I like it very much. Sometimes, I make it by			
myself. I usually eat a plate of fried rice with a fried egg. It's high in			
protein. I also put various vegetables, such as tomatoes, lettuce, cucumber,			
and cabbage. In the morning, my mother also usually makes it for me.			
I and my sister usually have a breakfast together before we go to school.			
What about you? Do you like fried rice too? Please tell about your	} closure		
Favorite food. Bye for now.			
Yours truly,	} Complimentary closing		
Tika			



**Task 17. Complete the letter by choosing the words in the box.**

*Jl. Mantrijeron 20  
Yogyakarta*

*October 21, 2011*

*Dear Tika,*

*It is very nice to read your letter. Now, I want to tell you about my favorite \_\_\_\_\_.  
I don't \_\_\_\_\_ fried rice, Tika. My favorite foods are \_\_\_\_\_ and fried \_\_\_\_\_.  
I usually go to the \_\_\_\_\_ at the break time. My friends and I usually order  
meatball. We like it very much. It's very yummy. I like to add a little \_\_\_\_\_ in  
my meatball. I also like to add a little \_\_\_\_\_ because I like hot food. \_\_\_\_\_  
chicken is also my favorite food. My \_\_\_\_\_ often make it for me. My father also  
likes it. It's his \_\_\_\_\_ food.*

*That's all for now. Bye.*

*Regards,  
Rini*

*A. canteen*

*B. food*

*C. ketchup*

*D. chicken*

*E. spicy*

*F. meatball*

*G. mother*

*H. favorite*

*I. like*

*J. fried*





- [illegible]



## SUMMARY

In this unit, you learned:

- **Likes and dislikes**

Berikut ini adalah pola dan contoh kalimat untuk menyatakan perasaan suka terhadap suatu hal.

subject	like/ likes	noun
I/You/They/We	like	fried noodle
He/She/It	likes	iced tea

Berikut ini adalah pola dan contoh kalimat untuk menyatakan perasaan tidak suka terhadap suatu hal.

Subject	does/ do	not	like	noun
I/You/We/They	do	not	like	burgers
He/She/ It	does			pizza

- **Quantifiers**

*Quantifiers* merupakan kata- kata yang digunakan sebagai penunjuk jumlah benda yang tidak dapat dihitung (*uncountable noun*). Berikut ini adalah contoh- contoh lain penggunaan *quantifier*:

- ✓ a bowl of rice
- ✓ a bottle of water

- **Personal Letter**

*Letter* (surat) adalah pesan tertulis yang memiliki berbagai maksud dan dikirimkan kepada seseorang. Sebuah surat pribadi biasanya terdiri dari beberapa bagian, antara lain:

1. Date (tanggal ketika surat ditulis)
2. The receiver's address (alamat penerima)
3. Salutation (Salam pembuka)
4. The body of the letter (isi surat)
5. Closure (penutup surat)







## VOCABULARY LIST

Words	Part of Speech	Meaning
hungry	adjective	lapar
lollipop	noun	lolipop
apple	noun	apel
egg	noun	telur
orange	noun	jeruk
pear	noun	puah per
plum	noun	buah prem
cake	noun	kue
ice cream	noun	es krim
caterpillar	noun	ulat
lay	verb	meletakkan
leaf	noun	daun
cocoon	noun	rumah kepompong
bread	noun	roti
noodle	noun	mi
fried chicken	noun	ayam goreng
milk	noun	susu
fish	noun	ikan
tea	noun	teh
water	noun	air putih
fried rice	noun	nasi goreng
vegetable	noun	sayuran
cucumber	noun	mentimun
cabbage	noun	kubis
breakfast	noun	sarapan



# UNIT 3

## My Hobby is Singing



### Lead-in



Task 1. Read and learn the dialogue.



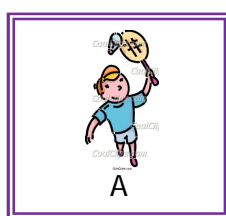
Picture 3.1



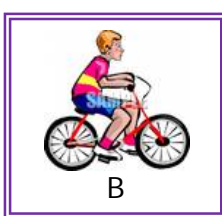
## Vocabulary

### Task 2. Match and learn.

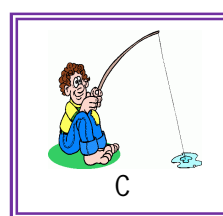
The following words will help you to do the next task in this unit. Match the pictures with the appropriate words, then learn it.



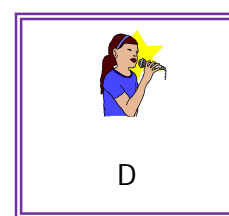
Picture 3.2



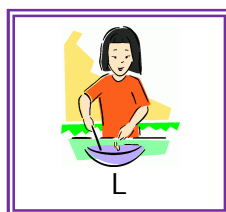
Picture 3.3



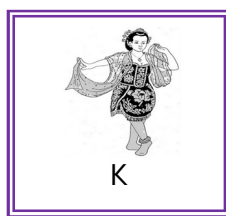
Picture 3.4



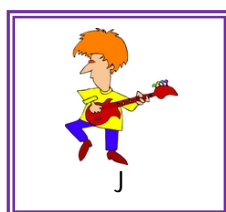
Picture 3.5



Picture 3.13



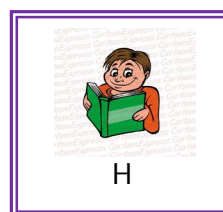
Picture 3.12



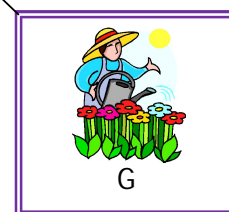
Picture 3.11



Picture 3.10

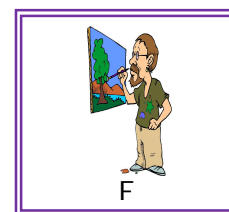


Picture 3.9

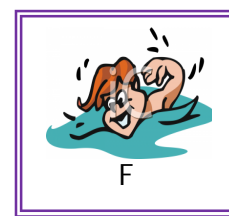


Picture 3.8

- playing guitar
- swimming
- cooking
- dancing
- playing badminton
- reading
- cycling
- gardening
- fishing
- playing football
- painting



Picture 3.6




Picture 3.7







**Task 3. Listen to the story and then arrange the pictures.**

No, I don't like reading.      How about you? Do you like reading?




Picture 3.14

My hobby is playing football with my friends

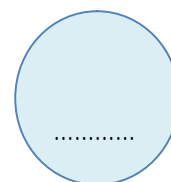
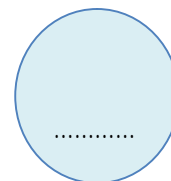
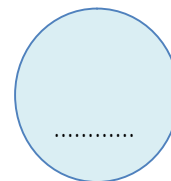



Picture 3.15      Picture 3.14

Do you like reading?      Yes, I like reading very much.



Picture 3.14





**Task 4. Listen to the story again, and identify the sentences by choosing "True" or "False".**

1. Rita was reading a comic when Doni came to her. (True/False)
2. Doni and Rita were talking about their hobbies. (True/False)
3. Rita's hobby is reading. (True/False)
4. She doesn't like reading magazine. (True/False)
5. Doni's hobby is playing badminton. (True/False)



**Task 5. Listen to the story again, and then answer the questions.**

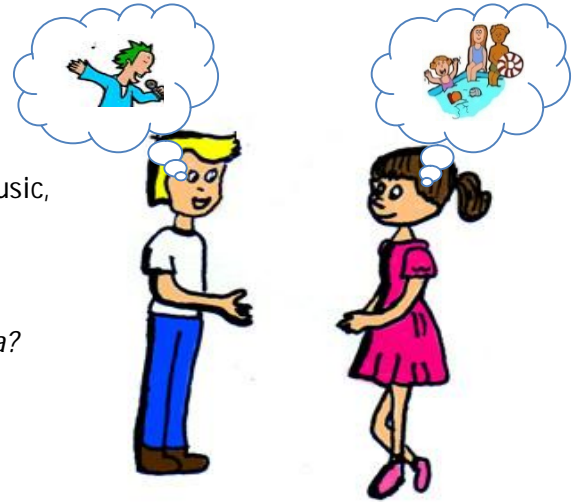
1. What is Rita hobby?  
\_\_\_\_\_
2. Does she usually borrow books from the school library?  
\_\_\_\_\_
3. Does Doni like reading?  
\_\_\_\_\_
4. What is Doni's hobby?  
\_\_\_\_\_
5. Does he like playing badminton?  
\_\_\_\_\_





**Task 6. In pairs, read and practise the dialogue.**

- Mega : *Do you like singing, Ade?*  
 Ade : Yes, I do.  
 Mega : What kind of music do you like?  
 Ade : You will be surprised. I like traditional music,  
 especially keroncong.  
 Mega : Wow? That is very interesting!  
 Ade : What about you? *Do you like singing, Mega?*  
 Mega : No, I don't. *I don't like singing.*  
 Ade : What's your hobby?  
 Mega : *I like swimming.*  
 Ade : Wow! It's great!



Picture 3.16

**Notes**

Pada unit sebelumnya kalian telah mempelajari ekspresi suka/ tidak suka (*like/dislike*). Perhatikan ekspresi- ekspresi yang dicetak miring pada teks dialog di atas. Ekspresi- ekspresi yang dicetak miring pada dialog di atas juga merupakan ekspresi untuk menanyakan dan menyatakan perasaan suka/ tidak suka.

**Answer the questions based on the dialogue above.**

- What is Ade's hobby?  
 a. listening to music  
 b. swimming  
 c. singing  
 d. playing guitar
- Does he like traditional music?  
 a. Yes, he does.  
 b. No, he does not.  
 c. Yes, he is.  
 d. No, he is not.
- What kind of music does he like?  
 a. Pop music  
 b. Jazz music  
 c. rock music  
 d. traditional music
- What is Mega's hobby?  
 a. singing  
 b. swimming  
 c. dancing  
 d. cooking
- Does she like listening to music?  
 a. Yes, she does.  
 b. Yes, she is.  
 c. No, she does not.  
 d. No, she is not.



### Task 7. Let's play guessing game.

Ask five of your friends about their hobbies. Guess what their hobbies are.

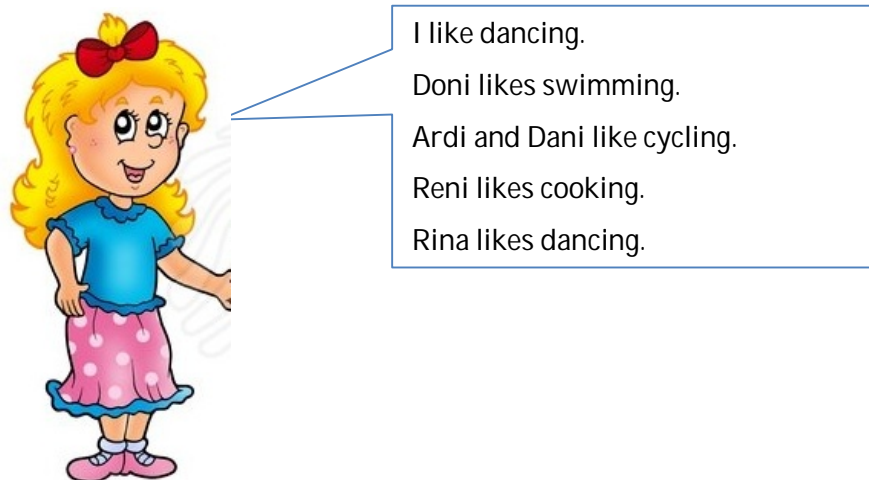


Picture 3.17



### Task 8. Tell about your hobby and your friends' hobbies.

After getting information about your friends' hobbies, now make a short report. Tell to your friends about your hobby and your friends' hobbies.



Picture 3.18

## READING AND WRITING SECTIONS

**Task 9. Read this letter aloud.**

*Jalan Brigjen Katamso 18  
Yogyakarta*

*Dear Rani,*

*I want to tell you about my hobbies. I have some hobbies. My hobbies are singing, listening to music, and dancing. I usually sing everyday, in my house. In the evening, I usually listen to music. I have a lot of cassettes at home. I also like dancing. On Sunday, my friends and I usually dance together.*

*What about you? Please write about your hobbies. Bye for now.*

*Yours truly,*

*Nila*

Adapted from: Mukarto (1994:29)

**Task 10. Chose true or false based on the letter above.**

1. The letter is from Reni. (True/False)
2. The letter is for Reni (True/False)
3. Nila tells Reni about her hobbies. (True/False)
4. Nila likes swimming. (True/False)
5. She usually sings everyday. (True/False)

**Task 11. Answer the questions based on the letter above.**

1. How many hobbies does Nila have? \_\_\_\_\_
2. Does she like dancing? \_\_\_\_\_
3. When does she usually dance? \_\_\_\_\_
4. Does she like listening to music? \_\_\_\_\_
5. When does she usually listen to music? \_\_\_\_\_





### Task 12. Read the text aloud then answer the questions.

#### Mega's Hobby



She is Mega. Her hobby is cooking. She can cook many kinds of food, like fried rice, soup, and fried noodle. She also can cook traditional food, like *Gudeg*, *Opor*, and *Sate*. Those are her favorite food.

Mega usually helps her mother in the kitchen everyday. Her mother, Mrs.Susi usually teaches her to make delicious food. Mega always says that she wants to be a cook because she likes cooking very much.

**Answer the questions by crossing out (X) the correct answer, a, b, c, or d.**

1. Who is the girl in the picture?
 

a. She is a cook.	c. She is Susi.
b. She is Sarah.	d. She is Mega.
2. What is her hobby?
 

a. Her hobby is painting.	c. Her hobby is cooking.
b. Her hobby is singing.	d. Her hobby is dancing.
3. Can she cook traditional food?
 

a. Yes, she is.	c. Yes, she can.
b. No, she is not.	d. No, she can not.
4. Who is Mrs.Susi?
 

a. She is Mega's sister.	c. She is Mega's friend.
b. She is Mega's mother.	d. She is Mega's teacher.
5. What does Mega want to be?
 

a. She wants to be a cook.	c. She wants to be a doctor.
b. She wants to be a teacher.	d. She wants to be a singer.



### Task 13. Read the text and choose true or false.



Picture 3.20

#### Wulan's Hobby

Wulan's hobby is swimming. She usually swims once a week. On Sunday, she usually swims with her sister and brother. They go to the swimming pool together. The swimming pool is not far. It is near their house. Sometimes, Wulan meets her friends in the swimming pool and they swim together. After swimming, they often buy ice cream.

#### Choose True or False.

1. Wulan likes cooking. (True/ False)
2. She usually swims twice a week. (True/ False)
3. She usually swims with her sister and brother. (True/ False)
4. They usually swim in the swimming pool. (True/ False)
5. The swimming pool is far from their house. (True/ False)



### Task 14. Answer the questions based on the text.

1. What is Wulan's hobby?  
\_\_\_\_\_
2. How often does she usually swim?  
\_\_\_\_\_
3. Does she go to swim with her mother?  
\_\_\_\_\_
4. Where does she usually swim?  
\_\_\_\_\_
5. Is the swimming pool far from her house?  
\_\_\_\_\_



**Task 15. Read the short message and answer the questions.**

Dear Nita,

Sari and I will go to swim at 4 p.m in *Water Palace* swimming pool. Do you want to join us?

Mira

**Answer the questions by crossing out (X) a, b, c, or d.**

1. Who write the message?
 

a. Nita	c. Mira
b. Sari	d. Ira
2. Who is the receiver of the message?
 

a. Sari	c. Ira
b. Nita	d. Mira
3. What will Sari and Mira do? They want to ....
 

a. read comics	c. swim
b. dance	d. sing
4. What is the name of the swimming pool?
 

a. Water Boom	c. Swimming Place
b. Water Palace	d. Blue Water
5. Do they invite Nita to join them?
 

a. Yes, they do.	c. Yes, they are.
b. No, they do not.	d. No, they are not.



## Language focus

### Task 16. Study the following explanation.

#### Short messages

Yang telah kalian baca di atas adalah contoh pesan singkat (*short messages*). Kita sering kali menulis pesan singkat untuk teman, keluarga, ataupun orang lain. Pesan singkat (*short message*) memiliki bagian-bagian sebagai berikut:

1. Nama yang dituju
2. Isi pesan
3. Nama pengirim

Perhatikan contoh pesan singkat berikut ini.

Dear Nita,

Sari and I will go to swim at 4 p.m.

Do you want to join us?

Mira

} Nama yang dituju  
tertera jelas

} Inti pesan ditulis  
secara singkat, dan  
jelas

Adapted from:

*thefunctionaltext.blogspot.com*





**Task 17. Complete these short messages by choosing the appropriate sentences available in the box.**

1. You have some new comics. You want to invite Nita to come to your house to read the comics together. Write a short message for Nita.

*Dear Nita,*

*I have some new comics. \_\_\_\_\_*

*Mita*

2. You have a new recipe to make a delicious cake. You want to invite Sinta to make a cake together in your house today at 2 p.m. Write a short message for Sinta.

*Dear Sinta,*

*I have a new recipe to make a delicious cake. \_\_\_\_\_*

*Rahma*

3. You and Doni want to invite Rizal to go cycling together at 1 p.m. Write a short message for Rizal.

*Dear rizal,*

*Doni and I will go cycling together at 1 p.m. \_\_\_\_\_*

*Roni*

4. Tomorrow you want to the library to read some books. You want to invite Mega to go to the library. Write a short message for mega.

*Dear Mega,*

*Tomorrow I want to go to the library. \_\_\_\_\_*

*Desi*

- Would you like to go cycling with us?*
- Would you like to come to my house and read the comics together?*
- Would you like to read some books with me?*
- Would you like to make a cake with me?*

**Task 18. Write short messages based on the situations.**

1. You and Sita want to dance together tomorrow at 3 p.m. You want to invite Sari to dance together. Write a short message for Sari.

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2. You, Seta, Reza, and Fahmi want to play football, today at 4 p.m. You want to invite Doni to play football together. Write a short message for Doni.

---

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---

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## SUMMARY

In this unit, you learned:

- **Telling about our hobbies**

Berikut ini adalah contoh- contoh kalimat untuk menceritakan hobi kita dan hobi orang lain. Perhatikan kata yang digarisbawahi.

- ✓ I like dancing.
- ✓ We like swimming.
- ✓ They like playing badminton.
- ✓ He likes painting.
- ✓ She likes cooking.

- **Short messages**

Pesan singkat (*short message*) memiliki bagian- bagian sebagai berikut:

1. Nama yang dituju
2. Isi pesan
3. Nama pengirim pesan.

Berikut ini adalah contoh pesan singkat beserta penjelasannya.

Dear Nita,	}	nama yang dituju
Sari and I will go to swim at 4 p.m.	}	isi pesan
Do you want to join us?	}	
Mira	}	nama penulis pesan





## VOCABULARY LIST

Words	Part of Speech	Meaning
playing guitar	verb	bermain gitar
swimming	verb	berenang
cooking	verb	memasak
dancing	verb	menari
playing badminton	verb	bermain badminton
reading	verb	membaca
cycling	verb	bersepeda
gardening	verb	berkebun
fishing	verb	memancing
playing football	verb	bermain sepak bola
painting	verb	melukis
tell	verb	menceritakan
together	adverb	bersama- sama
kind	noun	jenis
make	verb	membuat
delicious	adjective	enak/lezat
far	adjective	jauh
near	adjective	dekat
swimming pool	noun	kolam renang
join	verb	ikut/bergabung





## LISTENING SCRIPT

### **SCRIPT 1**

**UNIT 1; Task 3:** Listen to the instructions and choose the appropriate pictures.

1. Open your book, please.
2. Raise your hand, please.
3. Clean the board, please.
4. Open the door, please.
5. Close the window, please.

### **SCRIPT 2**

**UNIT 1; Task 4:** Listen to the instructions and do the actions.\*)

1. Put your bag on the table, please.
2. Take out your book, please.
3. Open your book on page ten, please.
4. Take out your pen, please.
5. Write your name on your book, please.

\*) The instructions can be modified by the teacher.

### **SCRIPT 3**

**UNIT 2; Task 3:** Listen the story and then arrange the jumbled pictures.

**Task 4:** Listen to the story again, and complete the story bellow by choosing the words in the box.

### **THE VERY HUNGRY CATERPILLAR** by Eric Carle

In the light of the moon, a little egg lay on a leaf.

One Sunday morning a tiny and hungry caterpillar come out of the egg.

He started to look for some food.

On Monday he ate through one apple, but he was still hungry.

On Tuesday he ate through two pears, but he was still hungry.

On Wednesday he ate through three plums, but he was still hungry.

On Thursday he ate through four strawberries, but he was still hungry.

On Friday he ate through five oranges, but he was still hungry.



On Saturday he ate through:

A cake

An ice cream

A hot dog

A lollipop

Chocolate

Pizza

That night he had a stomach ache.

The next day was Sunday again. The caterpillar ate through a nice green leaf.

And after that day he felt a bit better.

Now he wasn't hungry any more

And he wasn't a little caterpillar any more; he was a big - fat - caterpillar.

He built a small house, called cocoon, around himself.

He stayed inside for more than two weeks.

Then he nibbled a hole in the cocoon, then he pushed his way out and ...

He was a beautiful butterfly.

#### **SCRIPT 4**

**UNIT 3; Task 3: Listen the story and then arrange the pictures.**

**Task 4: Listen to the story again, and identify the sentences by choosing "True" or "False".**

**Task 5: Listen to the story again, and then answer the questions.**

Rita was reading a newspaper when Doni came to her. He asked whether she likes reading or not. Rita said that she likes reading very much. Reading is her hobby. She usually reads story books, magazine, newspaper, and comics in her spare time. She usually borrows books from the school library.

Rita also asked Doni whether he liked reading or not. Doni said that he didn't like reading.

Doni told Rita about his hobby. His hobby is playing football. He usually plays football with his friends, Bagas, Ali, Ikhsan, Rudi, and Candra. They usually play football in the afternoon.



## Daftar Gambar

Sampul = blogs.funiber.org

### A. Unit 1

Gambar	Sumber
1.1	Iskandar & Sukini (2008:68)
1.2	Iskandar & Sukini (2008:68)
1.3	Molinski, Steven J & Bill Bliss (1994:15)
1.4	<a href="http://www.cindymctechtools.edublogs.org">http://www.cindymctechtools.edublogs.org</a>
1.5	Molinski, Steven J & Bill Bliss (1994:15)
1.6	Molinski, Steven J & Bill Bliss (1994:15)
1.7	Molinski, Steven J & Bill Bliss (1994:15)
1.8	Molinski, Steven J & Bill Bliss (1994:15)
1.9	<a href="http://www.foodclipart.com">http://www.foodclipart.com</a>
1.10	<a href="http://www.relevantchildrensministry.blogspot.com">http://www.relevantchildrensministry.blogspot.com</a>
1.11	<a href="http://www.clipart.com">http://www.clipart.com</a>
1.12	<a href="http://www.mes-english.com/">www.mes-english.com/</a>
1.13	<a href="http://www.clker.cm">http://www.clker.cm</a>
1.14	<a href="http://www.bhg.com/decorating/paint/room/how-to-paint-a-door/">http://www.bhg.com/decorating/paint/room/how-to-paint-a-door/</a>
1.15	<a href="http://www.all-free-download.com">http://www.all-free-download.com</a>
1.16	<a href="http://www.school-clipart.com">http://www.school-clipart.com</a>
1.17	<a href="http://www.dewawisana.blogspot.com">http://www.dewawisana.blogspot.com</a>
1.18	<a href="http://www.clipartguide.com">http://www.clipartguide.com</a>
1.19	<a href="http://www.clker.com">http://www.clker.com</a>
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1.21	<a href="http://www.aprilpanjaitan.wordpress.com">http://www.aprilpanjaitan.wordpress.com</a>
1.22	<a href="http://www.romellebroas.blogspot.com">http://www.romellebroas.blogspot.com</a>
1.23	Samidi & Tri Puspitasari (2009:9)
1.24	<a href="http://www.romellebroas.blogspot.com">http://www.romellebroas.blogspot.com</a>
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1.26	<a href="http://www.dewawisana.blogspot.com">http://www.dewawisana.blogspot.com</a>
1.27	<a href="http://www.twhittenburg1.wordpress.com">http://www.twhittenburg1.wordpress.com</a>
1.28	<a href="http://www.school-clipart.com">http://www.school-clipart.com</a>
1.29	<a href="http://www.clker.com">http://www.clker.com</a>
1.30	<a href="http://www.romellebroas.blogspot.com">http://www.romellebroas.blogspot.com</a>
1.31	<a href="http://www.aprilpanjaitan.wordpress.com">http://www.aprilpanjaitan.wordpress.com</a>
1.32	<a href="http://www.clker.com">http://www.clker.com</a>
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1.37	<a href="http://www.clipartguide.com">http://www.clipartguide.com</a>
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1.39	<a href="http://www.123rf.com">http://www.123rf.com</a>
1.40	<a href="http://www.clipart.com">http://www.clipart.com</a>



1.41	<a href="http://www.bracisim.blogspot.com">http://www.bracisim.blogspot.com</a>
1.42	<a href="http://www.dir.nvtech.com">http://www.dir.nvtech.com</a>
1.43	<a href="http://www.hasslefreeclipart.com">http://www.hasslefreeclipart.com</a>
1.44	<a href="http://www.eslkidstuff.com">http://www.eslkidstuff.com</a>
1.45	<a href="http://www.englishexercises.org">http://www.englishexercises.org</a>
1.46	<a href="http://www.eurban033.wordpress.com">http://www.eurban033.wordpress.com</a>

## B. Unit 2

Gambar	Sumber
2.1	<a href="http://www.foodclipart.com">http://www.foodclipart.com</a>
2.2	<a href="http://www.teachervision.fen.com/childrens-book/resource/61551.html">http://www.teachervision.fen.com/childrens-book/resource/61551.html</a>
2.3	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.4	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.5	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.6	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.7	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.8	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
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2.15	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.16	<a href="http://www.englishexercises.org">http://www.englishexercises.org</a>
2.17	<a href="http://www.answers.com">http://www.answers.com</a>
2.18	<a href="http://www.clipsahoy.com">http://www.clipsahoy.com</a>
2.19	<a href="http://www.englishexercises.org">www.englishexercises.org</a>
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2.21	<a href="http://www.clipartguide.com">http://www.clipartguide.com</a>
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2.24	<a href="http://www.kids-pages.com">http://www.kids-pages.com</a>
2.25	<a href="http://www.istockphoto.com">http://www.istockphoto.com</a>
2.26	<a href="http://www.varner.typepad.com">http://www.varner.typepad.com</a>
2.27	<a href="http://www.acclaimclipart.com">http://www.acclaimclipart.com</a>
2.28	<a href="http://www.international.stockfood.com">http://www.international.stockfood.com</a>
2.29	<a href="http://www.clker.com">http://www.clker.com</a>
2.30	Warsidi, Edi dan Farika (2009:25)
2.31	<a href="http://www.clipart.com">http://www.clipart.com</a>
2.32	<a href="http://www.istockphoto.com">http://www.istockphoto.com</a>
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2.35	<a href="http://www.clipartguide.com">http://www.clipartguide.com</a>
2.36	<a href="http://www.kids-pages.com">http://www.kids-pages.com</a>
2.37	<a href="http://www.clipartpal.com">http://www.clipartpal.com</a>

2.38	<a href="http://www.englishexercises.org">http://www.englishexercises.org</a>
2.39	<a href="http://www.englishexercises.org">http://www.englishexercises.org</a>
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2.55	<a href="http://www.123rf.com">http://www.123rf.com</a>
2.56	<a href="http://www.clipartguide.com">http://www.clipartguide.com</a>

### C. Unit 3

Gambar	Sumber
3.1	Lestari, Septi & Retno Winarni (2009:59)
3.2	<a href="http://www.dir.coolclips.com">http://www.dir.coolclips.com</a>
3.3	<a href="http://www.picturesof.net">http://www.picturesof.net</a>
3.4	<a href="http://www.clipartheaven.com">http://www.clipartheaven.com</a>
3.5	<a href="http://www.94th.co.uk">http://www.94th.co.uk</a>
3.6	<a href="http://www.bomliriba.blogspot.com">http://www.bomliriba.blogspot.com</a>
3.7	<a href="http://www.clipartpal.com">http://www.clipartpal.com</a>
3.8	<a href="http://www.picgifs.com">http://www.picgifs.com</a>
3.9	<a href="http://www.andreadams.com">http://www.andreadams.com</a>
3.10	<a href="http://www.123rf.com">http://www.123rf.com</a>
3.11	<a href="http://www.imageenvision.com">http://www.imageenvision.com</a>
3.12	<a href="http://www.istockphoto.com">http://www.istockphoto.com</a>
3.13	<a href="http://www.mychinaconnection.com">http://www.mychinaconnection.com</a>
3.14	<a href="http://www.zimbio.com">http://www.zimbio.com</a>
3.15	<a href="http://www.biblepicturegallery.com">http://www.biblepicturegallery.com</a>
3.16	<a href="http://www.clipartpal.com">http://www.clipartpal.com</a>
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3.19	<a href="http://www.clipartpal.com">http://www.clipartpal.com</a>
3.20	<a href="http://www.clipart-for-free.blogspot.com">http://www.clipart-for-free.blogspot.com</a>



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The second draft

# English for the sixth grade students



An English course for  
Elementary School Students  
Grade 6

Written by:  
Citra Novaria

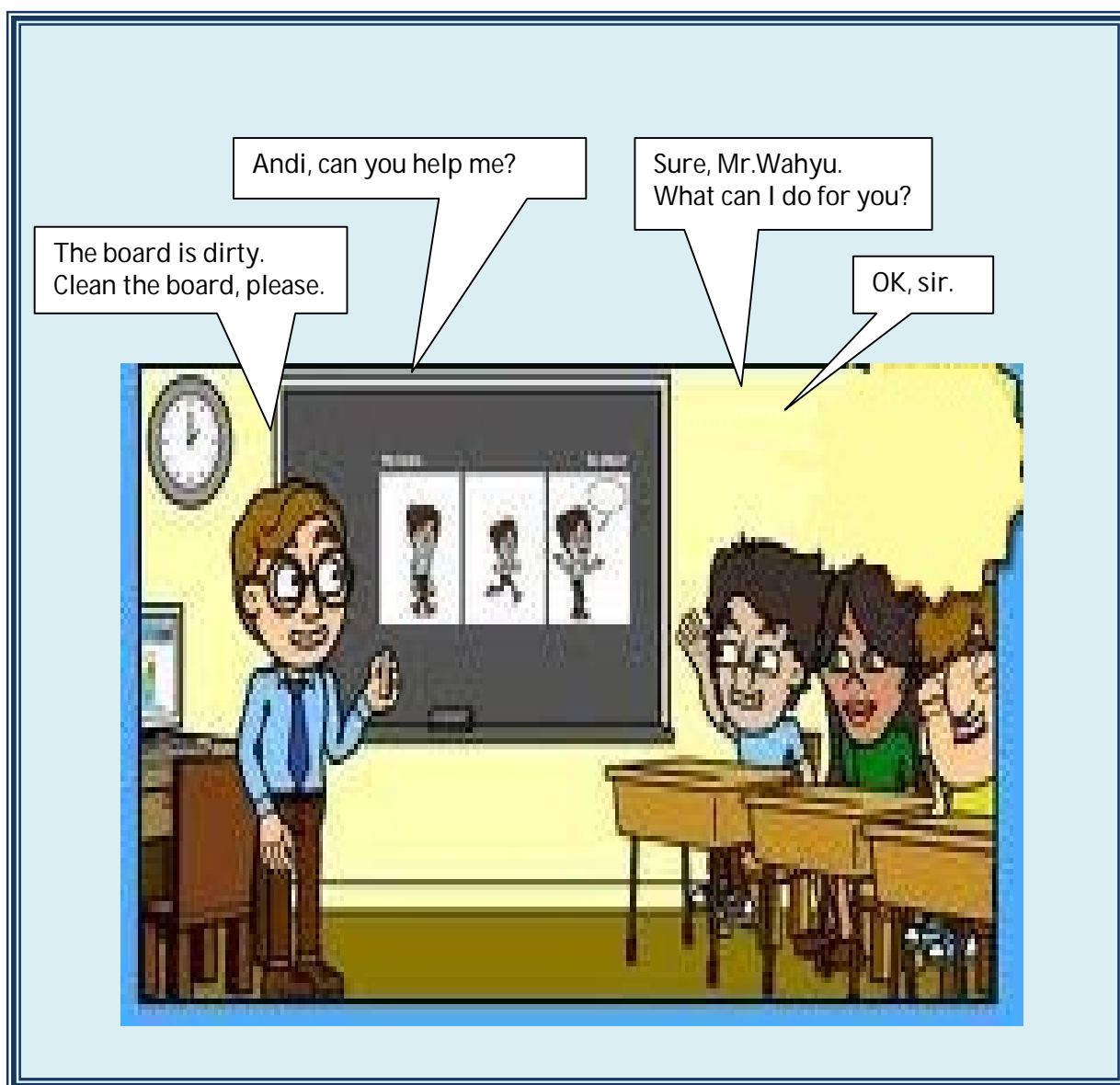
# UNIT 1

## In the Classroom



### Lead-in

Task 1. Read and learn the dialog.



Picture 1.1.



## LISTENING AND SPEAKING SECTIONS

**Task 2. Listen and read the dialogue.**

Mrs.Lita : Are you ready, class?

Students : Yes, mom.

Mrs.Lita : OK, let's check the roll. Now, remember  
to answer 'I'm here' and *raise your hand, please.*

Mrs.Lita : Endika

Andika : I'm here.

Mrs.Lita : Desti.

Desti : I'm here.

Mrs.Lita : Ok, today we will learn English. Now, *prepare your books and pens, please.*

Students : Ok, mom.

Mrs.Lita : Rudi, where is your English book? *Take out your English book, please.*

Rudi : All right, Miss.

Mrs.Lita : *Open your book on page 12, please.*

Students : Ok, mom.



Picture 1.2

**Choose the correct answer by crossing out (X) a,b, c, or d.**

1. Where are they?
 

a. in the classroom	c. in the canteen
b. in the library	d. in the bookstore
2. Who is Mrs.Lita?
 

a. She is a mathematics teacher.	c. She is a student.
b. She is an English teacher.	d. She is a biology teacher.
3. When Mrs.Lita calls their names, the students have to ....
 

a. clap their hands	c. raise their hands.
b. stand up	d. open their books
4. Before studying English, Mrs. Lita asks them to ....
 

a. clean the board	c. prepare some crayons
b. open the door	d. prepare their books and pens
5. Mrs.Lita asks them to open their books on page ....
 

a. twelve	c. eleven
b. twenty	d. thirteen



## Language focus

**Task 3. Study the following explanation and then do the exercise that follow.**

### Instructions/ commands

Perhatikan kalimat- kalimat yang dicetak miring pada task 2. Dalam teks dialog tersebut, kalian dapat menemukan ungkapan-ungkapan sebagai berikut:

- *Raise your hand, please.*
- *Prepare your books and pens, please.*
- *Take out your English book, please.*
- *Open your books on page twelve, please.*

Ungkapan- ungkapan di atas biasa disebut dengan kalimat perintah (*commands*). Kalimat perintah (*commands/instructions*) merupakan kalimat- kalimat yang bertujuan menyuruh seseorang untuk melakukan suatu tindakan yang diinginkan oleh orang lain. Kalimat perintah (*commads/instructions*) dapat dibentuk dengan rumus sebagai berikut:

Verb 1 + Noun + please

Penambahan kata "*please*" dalam sebuah kalimat perintah dimaksudkan agar kalimat perintah tersebut terdengar lebih sopan.

### Examples:

Verb 1	Noun
Take out	your English books, please.
Open	your books, please.

Berikut ini adalah beberapa contoh dari ungkapan- ungkapan perintah. Pelajarilah ungkapan- ungkapan berikut ini dengan mencermati gambar- gambar berikut ini.



Raise your hand, please.



Clean the board, please.



Open the window, please.



Open your book, please.



Close your book, please.



Put away your book, please.

Picture 1.3



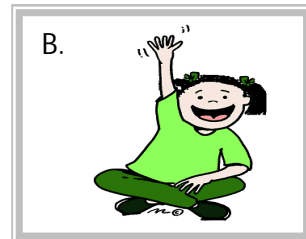
Listen to the instructions and choose the appropriate pictures. (Script 1)

1. \_\_\_\_



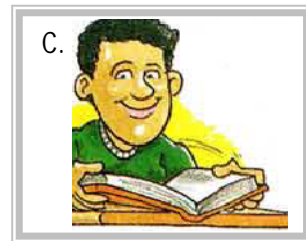
Picture 1.4

2. \_\_\_\_



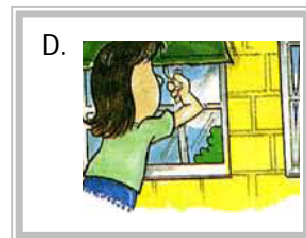
Picture 1.5

3. \_\_\_\_



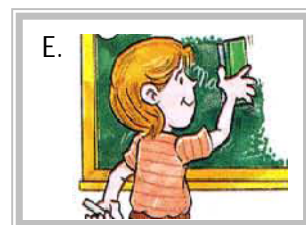
Picture 1.6

4. \_\_\_\_



Picture 1.7

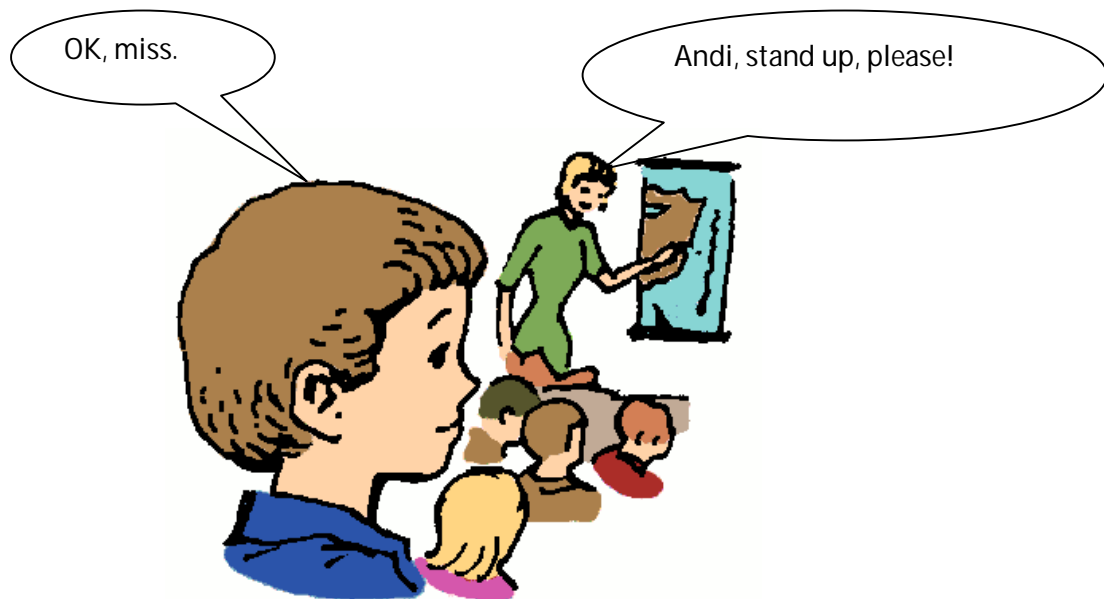
5. \_\_\_\_



Picture 1.8



#### Task 4. Listen to the instructions and do the actions. (Script 2)



Picture 1.9



#### Task 5. Let's play Simon Says.

Your teacher will say some instructions. If your teacher calls out "*Simon says*" before saying the instructions, you have to do the appropriate actions based on the instructions you listen to. If your teacher gives the instructions without calling out "*Simon says*", you have to keep silent and don't do anything.





### Task 6. Listen and repeat.

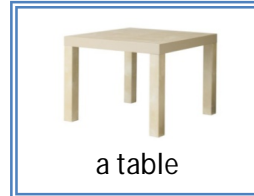
The following words will help you to do the next tasks in this unit. After listening and repeating these words, learn it.



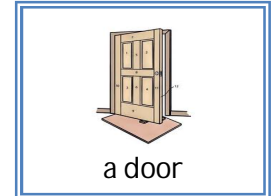
Picture 1.11



Picture 1.12



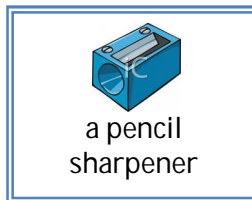
Picture 1.13



Picture 1.14



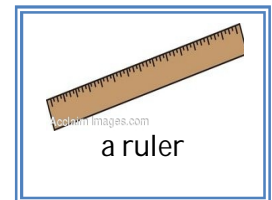
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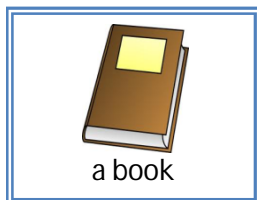
Picture 1.16



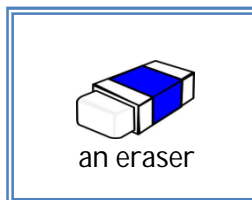
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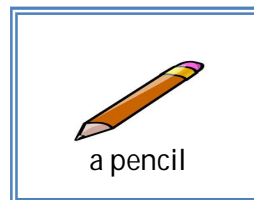
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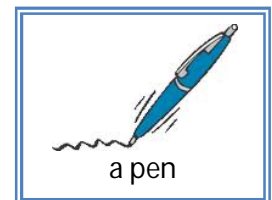
Picture 1.19



Picture 1.20



Picture 1.21



Picture 1.22





**Task 7. In pairs, read the dialog and answer the questions that follow. Then, practise the dialog.**

Mita and Sinta are in the classroom. Mita needs a dictionary but she doesn't have any dictionary. She wants to borrow a dictionary to her friend.

Mita : Whose dictionary is it?

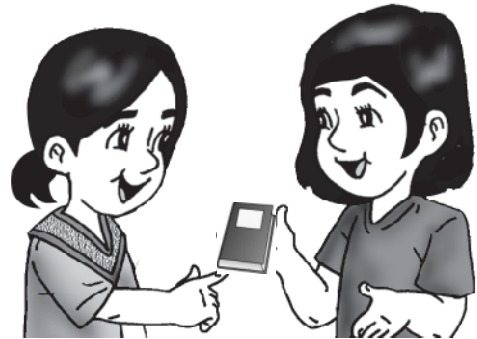
Sinta : It's mine.

Mita : *May I borrow it?*

Sinta : *Sure. Here you are.*

Mita : Thank you very much.

Sinta : You are welcome.



Picture 1.23

1. Where are they?
  - a. in the library
  - b. in the classroom
  - c. in the bookstore
  - d. in the laboratory
2. What does Mita need?
  - a. an English book
  - b. a pencil sharpener
  - c. a dictionary
  - d. a ruler
3. Who has a dictionary?
  - a. Sinta
  - b. Ninta
  - c. Nita
  - d. Mita
4. What does '*May I borrow it*' mean?
  - a. Bolehkah aku membelinya?
  - b. Bolehkah aku melihatnya?
  - c. Bolehkah aku menggunakannya?
  - d. Bolehkah aku meminjamnya?
5. What does '*Here you are*' mean?
  - a. Silahkan.
  - b. Baiklah.
  - c. Ini kamusnya.
  - d. Tentu.



## Language focus

**Task 8. Study the following expressions and then do exercise that follow.**

### Permission

Perhatikan ungkapan yang dicetak miring pada teks dialog di atas. Ungkapan "*May I use it?*" merupakan contoh ungkapan yang digunakan untuk meminta ijin. Pola dari ungkapan meminta ijin (*permission*) adalah sebagai berikut:

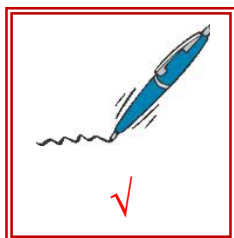
**May/ Can + subject + verb 1 + noun + please?**

**Example:**

May/ Can	I	borrow	a ruler	please?
		use	a pen	
		have	crayons	



**In pairs, complete and then practise the dialogues.**



Picture 1.24

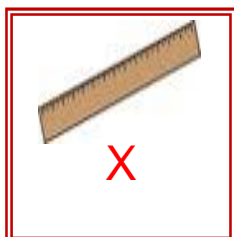
Doni : Whose \_\_\_\_\_ is it?

Candra : It is \_\_\_\_\_ .

Doni : May I \_\_\_\_\_ it?

Candra : \_\_\_\_\_ .

Doni : Thanks.



Picture 1.25

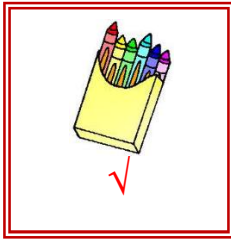
Deni : Whose \_\_\_\_\_ is it?

Fani : It's \_\_\_\_\_ .

Deni : Can I \_\_\_\_\_ it?

Fani : \_\_\_\_\_ , Deni. I'm using it.

Deni : That's OK.



Picture 1.26

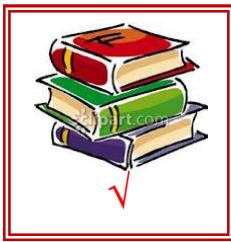
Ari : Whose \_\_\_\_\_ are these?

Mega : These are \_\_\_\_\_.

Ari : \_\_\_\_\_ I use these?

Mega : Sure.

Ari : \_\_\_\_\_.



Picture 1.27

Sinta : Whose \_\_\_\_\_ are \_\_\_\_\_?

Rudi : \_\_\_\_\_ are mine.

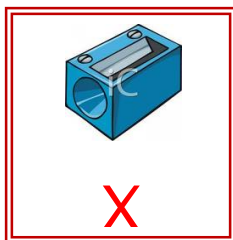
Sinta : May I borrow these?

Rudi : \_\_\_\_\_ . Here you are.

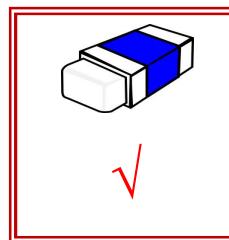
Sinta : Thanks.



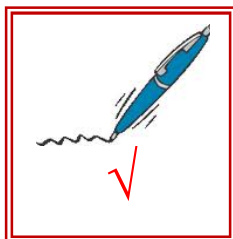
**Task 9. In pairs, use the following cues to practise the dialogues in Task 8.**



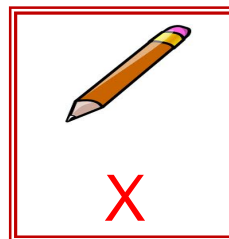
Picture 1.28



Picture 1.29



Picture 1.30



Picture 1.31





**Task 10. In pairs, read the dialogue and then practise the dialogue.**

Sendi needs a pencil but he forgets to bring his pencil. He wants to borrow Fani's pencil.

- Sendi : Fani, do you have any pencils?  
 Fani : Yes, I do.  
 Sendi : *How many pencils do you have?*  
 Fani : *I have four pencils.* Why?  
 Sendi : Would you please lend me one?  
 Fani : Certainly. Here you are.  
 Sendi : Thank you, Sendi.  
 Fani : You're welcome.



Picture 1.32

**Answer the questions based on the dialogue above by crossing out (X) a, b, c, or d.**

- What does Sendi need?
 

a. a pencil	c. a pen
b. a dictionary	d. an eraser
- Does he bring any pencils?
 

a. Yes, he does.	c. Yes, he is
b. No, he does not.	d. No, he is not.
- Does he want to borrow Fani's pencil?
 

a. No, he is not.	c. No, he does not.
b. Yes, he is.	d. Yes, he does.
- How many pencils does Fani have?
 

a. 5 pencils	c. 3 pencils
b. 4 pencils	d. 2 pencils
- How many pencils does Sendi need?
 

a. 4 pencils	c. 2 pencils
b. 3 pencils	d. 1 pencil



## Language focus

### Task 11. Study the following expressions and explanation.

#### Asking and giving information of quantity

Dalam teks dialog diatas, kalian dapat menemukan ungkapan yang berbunyi *"How many pencils do you have?"*. Ungkapan seperti ini biasa digunakan untuk menanyakan jumlah suatu benda. Ungkapan *"I have three pencils"* juga bisa kalian temukan dalam teks dialog tersebut. Ungkapan ini biasa digunakan untuk menyatakan jumlah suatu benda.

Apabila dicermati, kalian akan mengetahui bahwa pola kalimat untuk menanyakan dan menyatakan jumlah adalah sebagai berikut:

- Asking for quantity

How many + Noun + do/does + subject + have

Examples:

How many	Noun	do/does	subject	have?
How many	pencils	do	I	have?
	erasers		you	
	dictionaries		we	
	books		they	
	pens	does	he	
	rulers		she	
	crayons		it	

- Giving information about quantity

Subject + have/has + quantity + noun

Examples:

Subject	have/has	quantity + noun
I	have	a dictionary
You		some crayons
We		two rulers
They		a pencil sharpener
He	has	an eraser
She		an English book
It		three pens





### Task 12. Let's play 'Survey Game'.


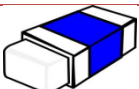



Desti, how many  
erasers do you have?

I have an eraser.



Picture 1.33

Walk around the classroom. Ask your friends about how many things they have. Use the following table to do the survey game.

Name Things	Desti	.....	.....	.....	.....	.....
 Picture 1.34	2	.....	.....	.....	.....	.....
 Picture 1.35	1	.....	.....	.....	.....	.....
 Picture 1.36	3	.....	.....	.....	.....	.....
 Picture 1.37	1	.....	.....	.....	.....	.....
 Picture 1.38	5	.....	.....	.....	.....	.....

## READING AND WRITING SECTIONS



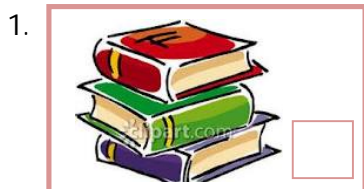
**Task 13. Read the text and then tick the things in Nina's bag.**



Picture 1.39

### Nina's Bag

This is Nina's bag. The color is blue. There are two books, one dictionary, two rulers, and one pencil case in her bag. Her pencils and pens are in the pencil case. There are three pencils and two pens in the pencil case. Her eraser and pencil sharpener are also in the pencil case.



Picture 1.40



Picture 1.41



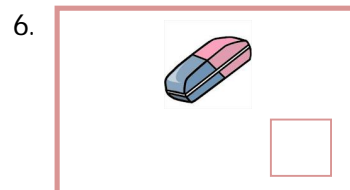
Picture 1.42



Picture 1.43



Picture 1.44



Picture 1.45



**Task 14. Read the text aloud and then identify the sentences that follow.**

### My Classroom

This is my classroom. It is large and always clean. My friends and I sweep it every morning. It is located in front of the teacher's office. It is beside the science laboratory. It has twelve tables. There are twenty four chairs in the classroom. There is a big whiteboard in front of the class. There is a teacher's desk near the whiteboard. We put a vase on it. There is a clock on the wall.



Picture 1.46

Adapted from:

<http://arieftirta.wordpress.com/tag/descriptive-text/>

Identify the following sentences based on the text above. Write "True" or "False".

1. My classroom is always clean. (.....)
2. My teacher and I sweep it every morning. (.....)
3. There is a small whiteboard in front of the class. (.....)
4. The teacher's desk is beside the cupboard. (.....)
5. There is a vase on the teacher's desk. (.....)



**Task 15. Answer the questions based on the text above.**

1. How is my classroom?  
\_\_\_\_\_
2. Where is my classroom?  
\_\_\_\_\_
3. How many chairs are there in my classroom?  
\_\_\_\_\_
4. How many tables are there in my classroom?  
\_\_\_\_\_
5. Where is the whiteboard?  
\_\_\_\_\_



**Task 16. In pairs, read the notices and study the explanation.**

We like our classroom. It's large and always clean. Miss Dita, our teacher, always reminds us to keep the cleanliness. She puts two big notices on the wall. Here are the notices.

**Keep the room clean.**

**Don't litter here.**



## Language focus

### Notices

Tulisan- tulisan yang dipasang di dalam ruang kelas Dita tersebut merupakan contoh teks fungsional pendek yang berupa kalimat peringatan (*Notices*). *Notices* biasa digunakan untuk memberikan informasi, perintah, atau larangan. Itulah mengapa *notices* biasa dituliskan dengan kata- kata yang sederhana dan dipasang pada papan atau tempat yang strategis.

Perintah (*commands*) dan larangan (*prohibitions*) merupakan contoh- contoh *notices*. Berikut ini adalah contohnya.

#### Types of notices:

Types	Example
Command (V1 + Noun)	Keep the room clean.
Prohibition (Don't + V1)	Don't litter here.

**Task 17. Choose the appropriate notices and rewrite the notices.**

1. You are not allowed to eat in the classroom.

2. You are not allowed to litter the rubbish in the classroom.

3. After reading books, you have to put it in the bookshelf.

4. You have to be quiet in the classroom.

5. You have to be an honest student.

- A. Be quiet.
- B. Don't litter here.
- C. Put the books on the bookshelf.
- D. Litter here.
- E. Be honest.
- F. Don't eat in the classroom.

**Task 18. Write notices based on the situations.**

1. You are not allowed to wear sandals in the classroom.

2. You have to keep the cleanliness.





## SUMMARY

In this unit, you learned:

- Instructions/ commands**

Kalimat perintah (*commands/instructions*) merupakan kalimat- kalimat yang bertujuan menyuruh seseorang untuk melakukan suatu tindakan yang diinginkan oleh orang lain. Pola dan contoh kalimat perintah (*commads/instructions*) dapat dilihat sebagai berikut:

Verb 1	Noun	please.
Take out	your English books	please
Open	your books	please

- Permission**

Berikut ini adalah pola dan contoh kalimat yang digunakan untuk meminta ijin (*permission*).

May/ Can	Subject	Verb 1	Noun	please?
May/ Can	I	borrow	a ruler	please?
		use	a pen	
		have	crayons	

- Asking and giving information about quantity**

Berikut ini adalah pola dan contoh kalimat yang digunakan untuk menanyakan informasi tentang jumlah (*asking for quantity*):

How many	Noun	do/does	subject	have?
How many	pencils	do	I/you/we/they	have?
	rulers	does	he/she	

Berikut ini adalah pola dan contoh kalimat yang digunakan untuk memberikan informasi tentang jumlah (*giving information about quantity*):

Subject	have/has	quantity	Noun
I/You/They/We	have	three	erasers
He/She	has	a	ruler



- **Notices**

*Notices* merupakan kalimat- kalimat yang biasa digunakan untuk memberikan informasi, perintah, atau larangan. *Notices* biasa dituliskan dengan kata- kata yang sederhana dan dipasang pada papan atau tempat yang strategis. Berikut ini merupakan jenis dan contoh *notices*.

Types	Example
Command (V1 + Noun)	Keep the room clean.
Prohibition (Don't + V1)	Don't litter here.



## VOCABULARY LIST

Words	Part of Speech	Meaning
classroom	noun	ruang kelas
board	noun	papan tulis
dirty	adjective	kotor
clean	adjective	bersih
remember	verb	mengingat
answer	verb	menjawab
raise	verb	mengangkat
learn	verb	mempelajari
prepare	verb	menyiapkan
take out	verb	mengeluarkan
library	noun	perpustakaan
canteen	noun	kantin
bookstore	noun	toko buku
call	verb	memanggil
command	noun	perintah
action	noun	tindakan
window	noun	jendela
table	noun	meja
door	noun	pintu
dictionary	noun	kamus



Words	Part of Speech	Meaning
pencil sharpener	noun	rautan pensin
crayons	noun	krayon
ruler	noun	penggaris
book	noun	buku
eraser	noun	penghapus
pencil	noun	pensil
pen	noun	pena
want	verb	ingin
borrow	verb	meminjam
lend	verb	meminjami
forget	verb	lupa
large	adjective	luas
clean	adjective	bersih
sweep	verb	mennyapu
put	verb	meletakkan
clock	noun	jam
wall	noun	dinding
litter	noun	mengotori
rubbish	noun	sampah/ kotoran
bookshelf	noun	rak buku
quiet	adjective	diam
eat	verb	makan
wear	verb	memakai
cleanliness	noun	kebersihan

## UNIT 2

## I Like Ice Cream



## Lead-in



Task 1. Read and learn the dialogue.

Would you like  
some pizza?

Selli, are you hungry?

Yes, I'm very hungry.

Yes, please.



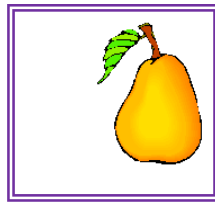
## LISTENING AND SPEAKING SECTIONS



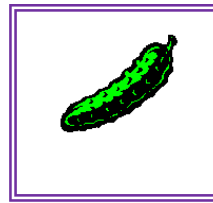
## Vocabulary

## Task 2. Match and learn.

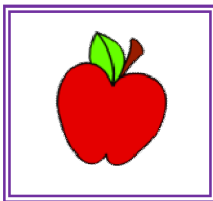
The following words will help you to do the next task in this unit. Match the pictures with the appropriate words, then learn it. After that, listen to your teacher and repeat.



Picture 2.2



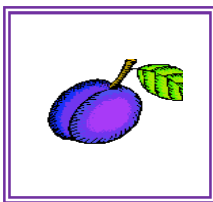
Picture 2.3



Picture 2.11



Picture 2.10

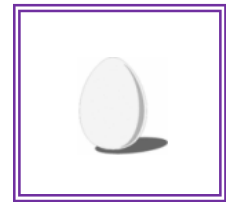


Picture 2.9

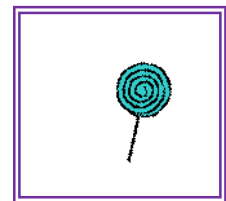
- a lollipop
- an apple
- an egg
- a strawberry
- an orange
- a pear
- a plum
- a hot dog
- a piece of cake
- an ice cream



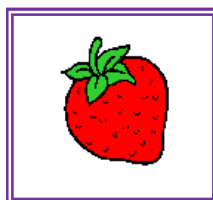
Picture 2.4



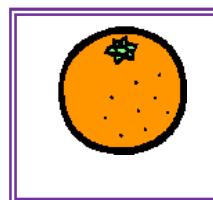
Picture 2.5



Picture 2.6



Picture 2.8



Picture 2.7





**Task 3. Listen to the story and then arrange the jumbled pictures.**

Your teacher will tell you a story entitled "*The Very Hungry Caterpillar*". Listen to the story and try to understand it by looking at the pictures showed by your teacher. **(Script 3)**

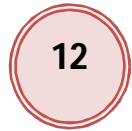
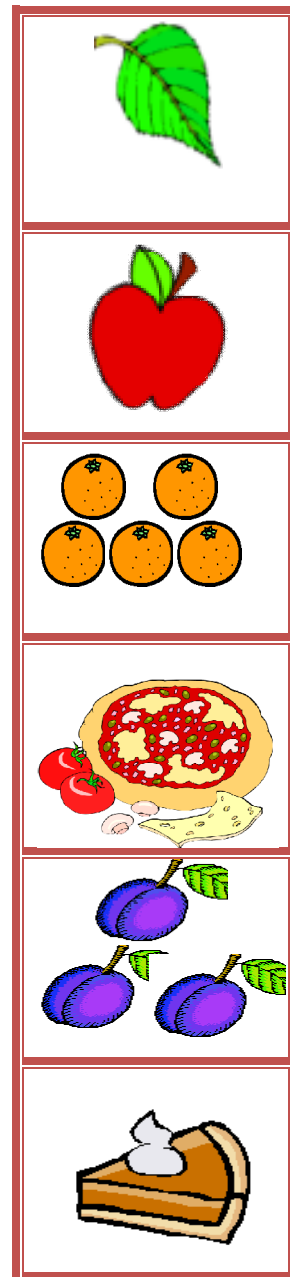
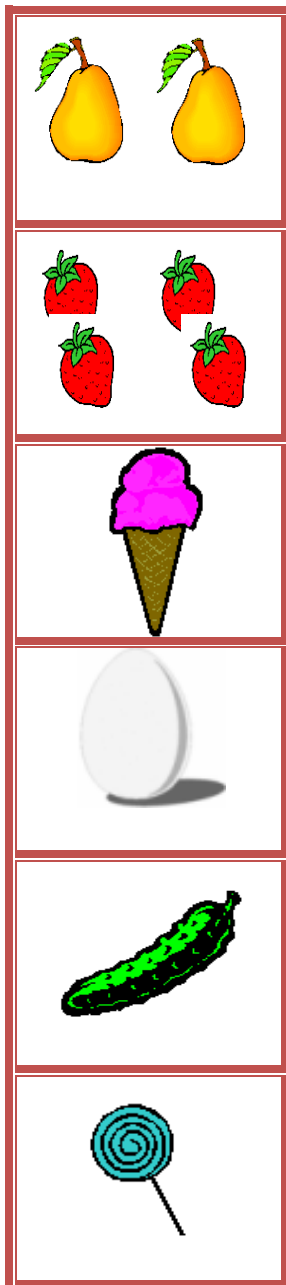


The Very Hungry Caterpillar





Arrange the pictures based on the story by writing the numbers.









Pictures 2.14









**Task 4. Listen to the story again, and complete the story bellow by choosing the words in the box.**

ice cream	oranges	egg	lollipop	pears
apple	cake	strawberries	pizza	hotdog
leaf				

### THE VERY HUNGRY CATERPILLAR

In the light of the moon, a little  lay on a leaf. One Sunday morning a tiny and hungry caterpillar came out of the egg. He started to look for some food. On Monday he ate through one , but he was still hungry. On Tuesday he ate through two , but he was still hungry. On Wednesday he ate through three , but he was still hungry. On Thursday he ate through four , but he was still hungry. On Friday he ate through five , but he was still hungry.

On Saturday he ate through a , an , a , , and .

That night he had a stomachache. The next day was Sunday again. The caterpillar ate through a nice .

And after that day he felt a bit better. Now he wasn't hungry any more. And he wasn't little caterpillar any more; he was a big - fat - caterpillar. He built a small house, called cocoon around himself. He stayed inside for more than two weeks. Than he nibbled a hole in the cocoon, then he pushed his way out and .He was a beautiful butterfly.

Pictures 2.15

Adapted from: [www.maristes.org](http://www.maristes.org)

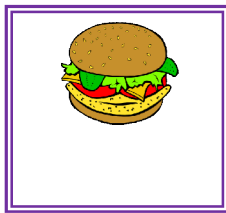




## Vocabulary

### Task 5. Match and learn.

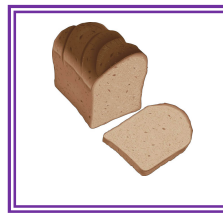
The following words will help you to do the next tasks in this unit. Match the pictures with the appropriate words and learn it. After that, listen to your teacher and repeat.



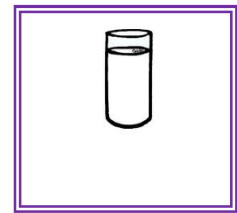
Picture 2.29



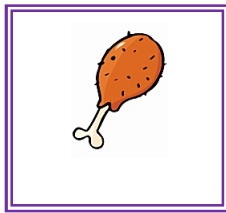
Picture 2.16



Picture 2.17



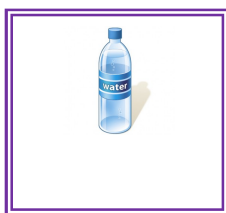
Picture 2.18



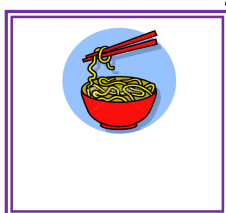
Picture 2.28



Picture 2.27



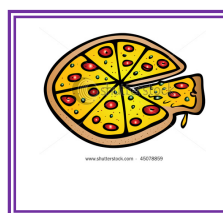
Picture 2.26



Picture 2.25



Picture 2.24



Picture 2.23



Picture 2.22

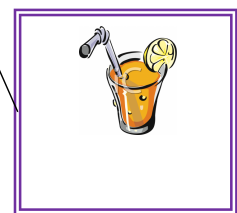
- a burger
- a bowl of soup
- some bread
- a bowl of noodles
- a glass of orange juice
- pizza
- fried chicken
- cake
- a glass of milk
- fish
- a cup of tea
- a bar of chocolate
- a bottle of water



Picture 2.19



Picture 2.20



Picture 2.21





**Task 6. In pairs, read and answer and then practise the dialogue.**

It's the time to break. Yeni and Rika are still in the classroom.

Yeni : I'm so hungry.

Rika : Let's go to the canteen, Yeni.

Yeni : All right, Rika. Will you have a plate of fried rice?

Rika : No, *I don't like fried rice.*

Yeni : *Do you like fried noodles?*

Rika : Yes, I do. *I like it very much.* What's your favorite food, Yeni? *Do you like fried noodles?*

Yeni : No, *I don't like fried noodle.* My favorite food is fried rice.  
What about the drink? What's your favorite drink?

Rika : *I like iced tea.*



Picture 30

**Answer the questions by choosing a, b, c, or d.**

1. Where are they?
  - a. in the school yard
  - b. in the classroom
  - c. in the teacher's room
  - d. in the library
2. Where will they go? They want to go to ....
  - a. the teacher's room
  - b. the library
  - c. the canteen
  - d. the laboratory
3. What is Rika's favorite food?
  - a. fried chicken
  - b. soup
  - c. fried rice
  - d. fried noodle
4. Does she like fried rice?
  - a. Yes, she does.
  - b. No, she does not.
  - c. Yes, she is.
  - d. No, she is not.
5. What is Yeni's favorite food?
  - a. fried chicken
  - b. soup
  - c. fried rice
  - d. fried noodle



## Language focus

### Task 7. Study the following expressions.

#### Likes and dislikes

Pada teks dialog di atas kalian dapat menemukan ungkapan- ungkapan sebagai berikut:

- *I like fried rice.*
- *I like fried noodle*

Ungkapan- ungkapan tersebut biasa digunakan untuk menyatakan perasaan suka terhadap suatu hal. Jika dicermati, ungkapan tersebut memiliki pola sebagai berikut:

Subject + like/likes + noun/( Verb+ing)

Examples:

Subject	like/ likes	Noun
I/You/They/We	like	fried noodle
He/She/It	likes	iced tea

Pada teks dialog di atas, juga terdapat ungkapan- ungkapan sebagai berikut:

- *I don't like fried rice.*
- *I don't like fried noodle.*

Ungkapan- ungkapan tersebut biasa digunakan untuk menyatakan perasaan tidak suka (*dislike*) terhadap suatu hal. Jika dicermati, ungkapan tersebut memiliki pola sebagai berikut:

Subject + does/ do + not + like + noun

Examples:

Subject	does/ do	not	Like	Noun
I/You/We/They	do	not	like	burgers
He/She/ It	does			pizza










### Task 8. Let's play survey game.



Picture 2.31

Walk round the classroom, and do a class survey. Use the following table to do the survey.

No	Food/ drink	Name	"Yes"/ "No"
1	 Picture 2.32	. . . . .	. . . . .
2	 Picture 2.33	. . . . .	. . . . .
3	 Picture 2.34	. . . . .	. . . . .
4	 Picture 2.35	. . . . .	. . . . .
5	 Picture 2.36	. . . . .	. . . . .



**Task 9. In pairs, read and practise the dialogue.**

**At the Bakery**

Shopkeeper : Good morning.  
 Nia : Good morning.  
 Shopkeeper : Can I help you?  
 Nia : *May I have a loaf of bread?*  
 Shopkeeper : Sure. Here you are.  
 Nia : Thank you.  
 Shopkeeper : You're welcome.



Picture 2.37

**Answer the questions based on the dialogue above by choosing a, b, c, or d.**

1. Where is Nia?
  - a. in the market
  - b. in the canteen
  - c. in the supermarket
  - d. in the bakery
2. Who says 'Can I help you'?
  - a. Nia
  - b. the baker
  - c. the shopkeeper
  - d. Mia
3. What does 'Can I help you' mean?
  - a. Dapatkah anda membantu
  - b. Tolong bantu saya
  - c. Maukah anda membantu saya
  - d. Dapatkah saya membantu anda
4. What does she buy?
  - a. a loaf of bread
  - b. a piece of cake
  - c. a bar of chocolate
  - d. a burger
5. Does she buy cake?
  - a. Yes, she is.
  - b. Yes, she does.
  - c. No, it is not.
  - d. No, it does not






## Language focus

### Task 10. Study following explanation.

#### Quantifiers

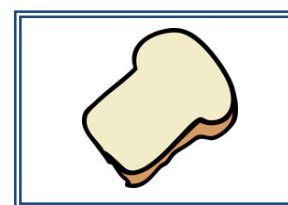
Pada teks dialog di atas kalian dapat menemukan frasa 'a loaf of bread' (sebuah roti). Kata kata *a loaf of* yang berarti sebuah, merupakan contoh dari *quantifiers*. *Quantifiers* merupakan kata- kata yang digunakan sebagai penunjuk jumlah benda yang tidak dapat dihitung (*uncountable noun*). Berikut ini adalah contoh- contoh lain penggunaan *quantifier*:

 <b>a bottle of water</b> Picture 2.38	 <b>a bar of chocolate</b> Picture 2.39	 <b>a glass of milk</b> Picture 2.40
 <b>a cup of tea</b> Picture 2.41	 <b>a bowl of rice</b> Picture 2.42	 <b>a piece of bread</b> Picture 2.43



**In pairs, complete the dialogues based on the pictures and practise.**

Risa : May I \_\_\_\_\_ a piece of \_\_\_\_\_?  
Doni : Sure. Here you are.  
Risa : \_\_\_\_\_.  
Doni : You're welcome.



Picture 2.44

Rudi : \_\_\_\_\_ I have a \_\_\_\_\_ of \_\_\_\_\_?  
Dani : Certainly. Here you are.  
Rudi : Thank you.  
Dani : You are \_\_\_\_\_.



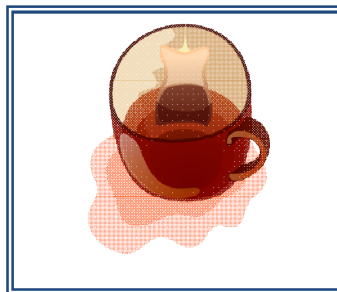
Picture 2.45



**Task 11.** Use the following cues to practise the dialogue in task 13.



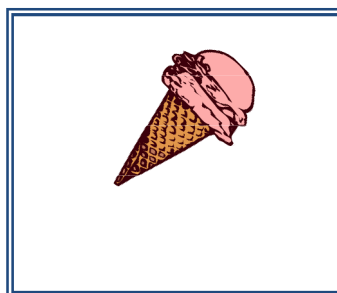
Picture 2.46



Picture 2.47



Picture 2.48



Picture 2.49

## READING AND WRITING SECTIONS

**Task 12. Read the text and tick Mr.Jack's favorite food and drink.****Mr.Jack's Favorite food**

Picture 2.50

Mr.Jack likes to eat in the "Yummy" restaurant. It is always clean. The waiters and waitress always serve the customers friendly. There are various yummy menus in this restaurant.

In this restaurant, Mr.Jack usually orders burgers, and fried potatoes. Sometimes, he also orders fried chicken. Those are his favorite food. His favorite drink is orange juice.

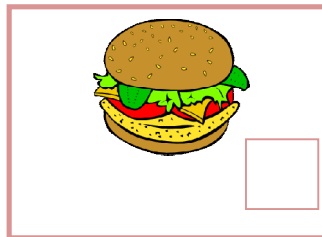
**Tick Mr.Jack's favorite food and drink.**

1.



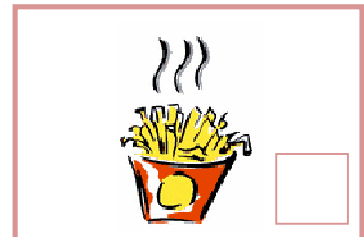
Picture 2.51

2.



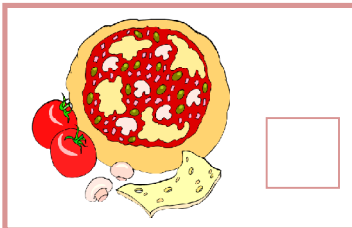
Picture 2.52

3.



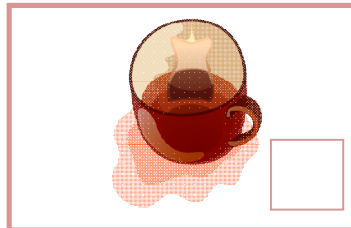
Picture 2.53

4.



Picture 2.54

5.



Picture 2. 55

6.



Picture 2.56





**Task 13. Identify these sentences based on the text above. Write "True" or "False".**

1. Mr.Jack is in the canteen. (.....)
2. He likes pizza. (.....)
3. He likes fried chicken. (.....)
4. His favorite food is burger. (.....)
5. His favorite drink is coffee. (.....)



**Task 14. Answer the questions based on the text.**

1. Where does Mr.Jack usually like to eat?

---

2. Is the restaurant always clean?

---

3. What is his favorite food?

---

4. What is his favorite drink?

---

5. Does he like milk?

---



**Task 15. Read the letter aloud.**

*Jl. Mawar 13  
Surabaya*

*October 5, 2011*

*Dear Rini,*

*I want to tell you about my favorite food. My favorite food is fried rice. Do you like fried rice, Rini? I like it very much. Sometimes, I make it by myself. I usually eat a plate of fried rice with a fried egg. It's high in protein. I also put various vegetables, such as tomatoes, cucumbers, and cabbage. In the morning, my mother also usually makes it for me. My sister and I usually have a breakfast together before we go to school.*

*What about you? Do you like fried rice too? Please tell about your favorite food.  
Bye for now.*

*Yours truly,  
Tika*

Adapted from: Mukarto (2003:29)

**Answer the questions based on the letter above by crossing out (X) a, b, c, or d.**

1. What is Tika's favorite food?
 

a. burger	c. fried noodle
b. pizza	d. fried rice
2. Does she like fried noodles?
 

a. No, she does not.	c. No, it is not.
b. Yes, she does.	d. Yes, it is.
3. Can she cook fried rice?
 

a. No, she can not.	c. No, she is not.
b. Yes, she can.	d. Yes, she is.
4. Does she usually put vegetables in her fried rice?
 

a. Yes, she does.	c. Yes, it is.
b. No, she does not.	d. No, it is not.
5. What vegetables does she usually put in her fried rice?
 

a. tomatoes and spinach	c. tomatoes and lettuce
b. cucumber and cabbage	d. carrots and cucumbers





## Language focus

### Task 16. Read and learn.

#### Personal letter

Yang kalian baca di atas adalah contoh dari sebuah surat pribadi. *Letter* (surat) adalah pesan tertulis yang memiliki berbagai maksud dan dikirimkan kepada seseorang. Sebuah surat pribadi biasanya terdiri dari beberapa bagian, antara lain:

1. Date (tanggal ketika surat ditulis)
2. The receiver's address (alamat penerima)
3. Salutation (Salam pembuka)
4. The body of the letter (isi surat)
5. Closure (penutup surat)
6. Complimentary closing (salam penutup)

Perhatikan bagian- bagian surat berikut ini.

Jl. Mawar 13	} the receiver's address	October 5, 2011	} date
Surabaya			
Dear Rini,	} salutation		
I want to tell you about my favorite food. My favorite food is fried rice.	} The body Of the letter		
Do you like fried rice, Rini? I like it very much. Sometimes, I make it by			
myself. I usually eat a plate of fried rice with a fried egg. It's high in			
protein. I also put various vegetables, such as tomatoes, lettuce, cucumber,			
and cabbage. In the morning, my mother also usually makes it for me.			
I and my sister usually have a breakfast together before we go to school.			
What about you? Do you like fried rice too? Please tell about your	} closure		
Favorite food. Bye for now.			
Yours truly,	} Complimentary closing		
Tika			





**Task 17. Complete the letter by choosing the words in the box.**

*Jl. Mantrijeron 20  
Yogyakarta*

*October 21, 2011*

*Dear Tika,*

*It is very nice to read your letter. Now, I want to tell you about my favorite \_\_\_\_\_.  
I don't \_\_\_\_\_ fried rice, Tika. My favorite foods are \_\_\_\_\_ and fried \_\_\_\_\_.  
I usually go to the \_\_\_\_\_ at the break time. My friends and I usually order  
meatball. We like it very much. It's very yummy. I like to add a little \_\_\_\_\_ in  
my meatball. I also like to add a little \_\_\_\_\_ because I like hot food. \_\_\_\_\_  
chicken is also my favorite food. My \_\_\_\_\_ often makes it for me. My father also  
likes it. It's his \_\_\_\_\_ food.*

*That's all for now. Bye.*

*Regards,  
Rini*

- A. canteen*
- B. food*
- C. ketchup*
- D. chicken*
- E. spicy*
- F. meatball*
- G. mother*
- H. favorite*
- I. like*
- J. fried*





**Task 18. Arrange the jumbled sentences into a good letter.**

1. *My favorite food is pizza.*
2. *It's very yummy.*
3. *Yours truly,*
4. *15 Pugeran street*  
*Yogyakarta*
5. *I want to tell you about my favorite food.*
6. *My mother usually buys pizza for me.*
7. *November 2<sup>nd</sup> 2011*
8. *What about you? Do you like pizza?*
9. *Dear Roni,*
10. *Please write about your favorite food. Bye for now.*
11. *Fajar*
12. *She also likes pizza very much.*

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly aged or off-white appearance. The edges of the paper are visible against a dark background.



## SUMMARY

In this unit, you learned:

- **Likes and dislikes**

Berikut ini adalah pola dan contoh kalimat untuk menyatakan perasaan suka terhadap suatu hal.

subject	like/ likes	noun
I/You/They/We	like	fried noodle
He/She/It	likes	iced tea

Berikut ini adalah pola dan contoh kalimat untuk menyatakan perasaan tidak suka terhadap suatu hal.

Subject	does/ do	not	like	noun
I/You/We/They	do	not	like	burgers
He/She/ It	does			pizza

- **Quantifiers**

*Quantifiers* merupakan kata- kata yang digunakan sebagai penunjuk jumlah benda yang tidak dapat dihitung (*uncountable noun*). Berikut ini adalah contoh- contoh lain penggunaan *quantifier*:

- ✓ a bowl of rice
- ✓ a bottle of water

- **Personal Letter**

*Letter* (surat) adalah pesan tertulis yang memiliki berbagai maksud dan dikirimkan kepada seseorang. Sebuah surat pribadi biasanya terdiri dari beberapa bagian, antara lain:

1. Date (tanggal ketika surat ditulis)
2. The receiver's address (alamat penerima)
3. Salutation (Salam pembuka)
4. The body of the letter (isi surat)
5. Closure (penutup surat)





## VOCABULARY LIST

Words	Part of Speech	Meaning
hungry	adjective	lapar
lollipop	noun	lolipop
apple	noun	apel
egg	noun	telur
orange	noun	jeruk
pear	noun	puah per
plum	noun	buah prem
cake	noun	kue
ice cream	noun	es krim
caterpillar	noun	ulat
lay	verb	meletakkan
leaf	noun	daun
cocoon	noun	rumah kepompong
bread	noun	roti
noodle	noun	mi
fried chicken	noun	ayam goreng
milk	noun	susu
fish	noun	ikan
tea	noun	teh
water	noun	air putih
fried rice	noun	nasi goreng
vegetable	noun	sayuran
cucumber	noun	mentimun
cabbage	noun	kubis
breakfast	noun	sarapan



# UNIT 3

## My Hobby is Singing



### Lead-in



Task 1. Read and learn the dialogue.



Picture 3.1



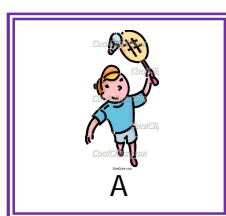
## LISTENING AND SPEAKING SECTIONS



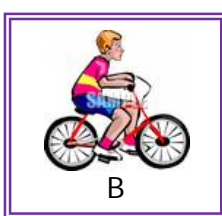
## Vocabulary

## Task 2. Match and learn.

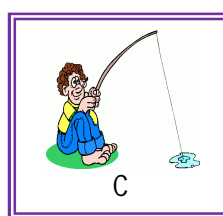
The following words will help you to do the next task in this unit. Match the pictures with the appropriate words, then learn it.



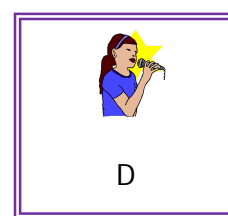
Picture 3.2



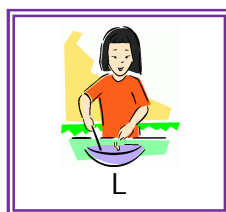
Picture 3.3



Picture 3.4

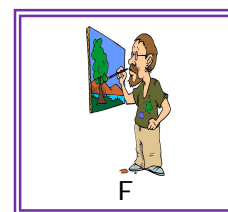


Picture 3.5

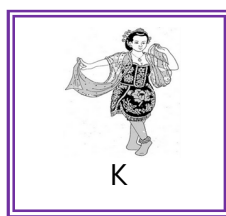


Picture 3.13

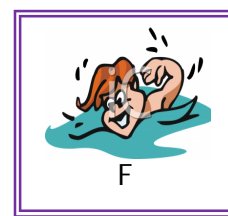
- playing guitar
- swimming
- cooking
- dancing
- playing badminton
- reading
- cycling
- gardening
- fishing
- playing football
- painting



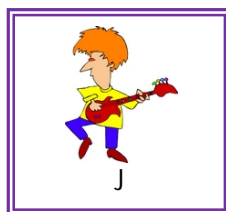
Picture 3.6



Picture 3.12



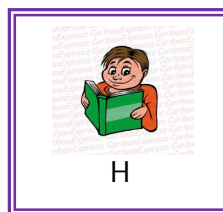
Picture 3.7



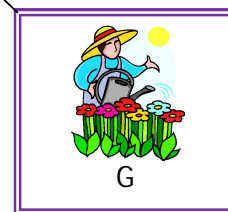
Picture 3.11



Picture 3.10



Picture 3.9




Picture 3.8







**Task 3. Listen to the story and then arrange the pictures.**

No, I don't like reading.      How about you? Do you like reading?




Picture 3.14

My hobby is playing football with my friends

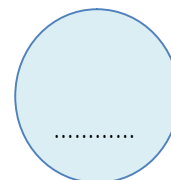
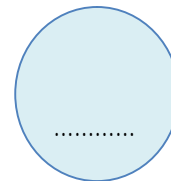
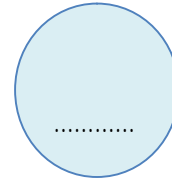



Picture 3.15      Picture 3.14

Do you like reading?      Yes, I like reading very much.



Picture 3.14





**Task 4. Listen to the story again, and identify the sentences by choosing "True" or "False".**

1. Rita was reading a comic when Doni came to her. (True/False)
2. Doni and Rita were talking about their hobbies. (True/False)
3. Rita's hobby is reading. (True/False)
4. She doesn't like reading magazine. (True/False)
5. Doni's hobby is playing badminton. (True/False)



**Task 5. Listen to the story again, and then answer the questions.**

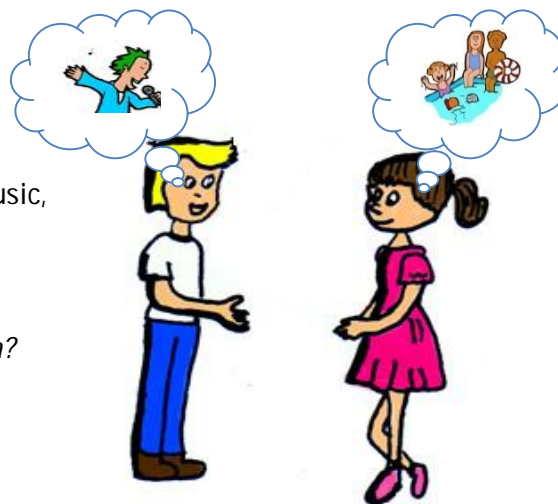
1. What is Rita hobby?  
\_\_\_\_\_
2. Does she usually borrow books from the school library?  
\_\_\_\_\_
3. Does Doni like reading?  
\_\_\_\_\_
4. What is Doni's hobby?  
\_\_\_\_\_
5. Does he like playing badminton?  
\_\_\_\_\_





**Task 6. In pairs, read and practise the dialogue.**

Mega : *Do you like singing, Ade?*  
 Ade : Yes, I do.  
 Mega : What kind of music do you like?  
 Ade : You will be surprised. I like traditional music,  
 especially keroncong.  
 Mega : Wow? That is very interesting!  
 Ade : What about you? *Do you like singing, Mega?*  
 Mega : No, I don't. *I don't like singing.*  
 Ade : What's your hobby?  
 Mega : *I like swimming.*  
 Ade : Wow! It's great!



Picture 3.16

**Notes**

Pada unit sebelumnya kalian telah mempelajari ekspresi suka/ tidak suka (*like/dislike*). Perhatikan ekspresi- ekspresi yang dicetak miring pada teks dialog di atas. Ekspresi-ekspresi yang dicetak miring pada dialog di atas juga merupakan ekspresi untuk menanyakan dan menyatakan perasaan suka/ tidak suka.

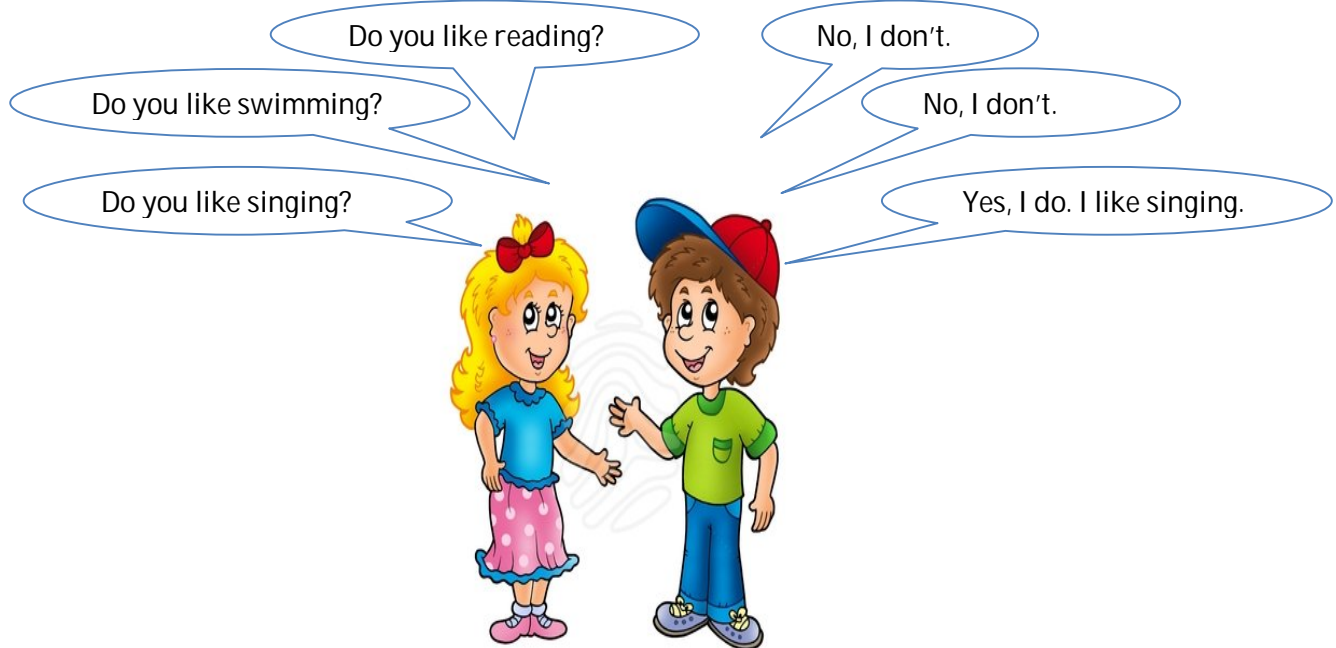
**Answer the questions based on the dialogue above.**

- What is Ade's hobby?  
 a. listening to music  
 b. swimming  
 c. singing  
 d. playing guitar
- Does he like traditional music?  
 a. Yes, he does.  
 b. No, he does not.  
 c. Yes, he is.  
 d. No, he is not.
- What kind of music does he like?  
 a. Pop music  
 b. Jazz music  
 c. rock music  
 d. traditional music
- What is Mega's hobby?  
 a. singing  
 b. swimming  
 c. dancing  
 d. cooking
- Does she like listening to music?  
 a. Yes, she does.  
 b. Yes, she is.  
 c. No, she does not.  
 d. No, she is not.



### Task 7. Let's play guessing game.

Ask five of your friends about their hobbies. Guess what their hobbies are.



Picture 3.17



### Task 8. Tell about your hobby and your friends' hobbies.

After getting information about your friends' hobbies, now make a short report. Tell your friends about your hobby and your friends' hobbies.



I like dancing.  
Doni likes swimming.  
Ardi and Dani like cycling.  
Reni likes cooking.  
Rina likes dancing.

Picture 3.18

## READING AND WRITING SECTIONS

**Task 9. Read this letter aloud.**

*Jalan Brigjen Katamso 18  
Yogyakarta*

*Dear Rani,*

*I want to tell you about my hobbies. I have some hobbies. My hobbies are singing, listening to music, and dancing. I usually sing everyday, in my house. In the evening, I usually listen to music. I have a lot of cassettes at home. I also like dancing. On Sunday, my friends and I usually dance together.*

*What about you? Please write about your hobbies. Bye for now.*

*Yours truly,*

*Nila*

Adapted from: Mukarto (1994:29)

**Task 10. Chose true or false based on the letter above.**

1. The letter is from Reni. (True/False)
2. The letter is for Reni (True/False)
3. Nila tells Reni about her hobbies. (True/False)
4. Nila likes swimming. (True/False)
5. She usually sings everyday. (True/False)

**Task 11. Answer the questions based on the letter above.**

1. How many hobbies does Nila have? \_\_\_\_\_
2. Does she like dancing? \_\_\_\_\_
3. When does she usually dance? \_\_\_\_\_
4. Does she like listening to music? \_\_\_\_\_
5. When does she usually listen to music? \_\_\_\_\_



### Task 12. Read the text aloud then answer the questions.

#### Mega's Hobby



She is Mega. Her hobby is cooking. She can cook many kinds of food, like fried rice, soup, and fried noodle. She also can cook traditional food, like *Gudeg*, *Opor*, and *Sate*. Those are her favorite food.

Mega usually helps her mother in the kitchen everyday. Her mother, Mrs.Susi usually teaches her to make delicious food. Mega always says that she wants to be a cook because she likes cooking very much.

**Answer the questions by crossing out (X) the correct answer, a, b, c, or d.**

1. Who is the girl in the picture?
 

a. She is a cook.	c. She is Susi.
b. She is Sarah.	d. She is Mega.
2. What is her hobby?
 

a. Her hobby is painting.	c. Her hobby is cooking.
b. Her hobby is singing.	d. Her hobby is dancing.
3. Can she cook traditional food?
 

a. Yes, she is.	c. Yes, she can.
b. No, she is not.	d. No, she can not.
4. Who is Mrs.Susi?
 

a. She is Mega's sister.	c. She is Mega's friend.
b. She is Mega's mother.	d. She is Mega's teacher.
5. What does Mega want to be?
 

a. She wants to be a cook.	c. She wants to be a doctor.
b. She wants to be a teacher.	d. She wants to be a singer.



### Task 13. Read the text and choose true or false.



Picture 3.20

#### Wulan's Hobby

Wulan's hobby is swimming. She usually swims once a week. On Sunday, she usually swims with her sister and brother. They go to the swimming pool together. The swimming pool is not far. It is near their house. Sometimes, Wulan meets her friends in the swimming pool and they swim together. After swimming, they often buy ice cream.

#### Choose True or False.

1. Wulan likes cooking. (True/ False)
2. She usually swims twice a week. (True/ False)
3. She usually swims with her sister and brother. (True/ False)
4. They usually swim in the swimming pool. (True/ False)
5. The swimming pool is far from their house. (True/ False)



### Task 14. Answer the questions based on the text.

1. What is Wulan's hobby?  
\_\_\_\_\_
2. How often does she usually swim?  
\_\_\_\_\_
3. Does she go to swim with her mother?  
\_\_\_\_\_
4. Where does she usually swim?  
\_\_\_\_\_
5. Is the swimming pool far from her house?  
\_\_\_\_\_





**Task 15. Read the short message and answer the questions.**

Dear Nita,  
Sari and I will go swimming at 4 p.m in *Water Palace* swimming pool. Do you want to join us?

Mira

**Answer the questions by crossing out (X) a, b, c, or d.**

1. Who write the message?
 

a. Nita	c. Mira
b. Sari	d. Ira
2. Who is the receiver of the message?
 

a. Sari	c. Ira
b. Nita	d. Mira
3. What will Sari and Mira do? They want to ....
 

a. read comics	c. swim
b. dance	d. sing
4. What is the name of the swimming pool?
 

a. Water Boom	c. Swimming Place
b. Water Palace	d. Blue Water
5. Do they invite Nita to join them?
 

a. Yes, they do.	c. Yes, they are.
b. No, they do not.	d. No, they are not.





## Language focus

### Task 16. Study the following explanation.

#### Short messages

Yang telah kalian baca di atas adalah contoh pesan singkat (*short messages*). Kita sering kali menulis pesan singkat untuk teman, keluarga, ataupun orang lain. Pesan singkat (*short message*) memiliki bagian- bagian sebagai berikut:

1. Nama yang dituju
2. Isi pesan
3. Nama pengirim

Perhatikan contoh pesan singkat berikut ini.

Dear Nita,

Sari and I will go to swim at 4 p.m.

Do you want to join us?

Mira

} Nama yang dituju  
tertera jelas

} Inti pesan ditulis  
secara singkat, dan  
jelas

Adapted from:

*thefunctionaltext.blogspot.com*





**Task 17. Complete these short messages by choosing the appropriate sentences available in the box.**

1. You have some new comics. You want to invite Nita to come to your house to read the comics together. Write a short message for Nita.

*Dear Nita,*

*I have some new comics. \_\_\_\_\_*

*Mita*

2. You have a new recipe to make a delicious cake. You want to invite Sinta to make a cake together in your house today at 2 p.m. Write a short message for Sinta.

*Dear Sinta,*

*I have a new recipe to make a delicious cake. \_\_\_\_\_*

*Rahma*

3. You and Doni want to invite Rizal to go cycling together at 1 p.m. Write a short message for Rizal.

*Dear rizal,*

*Doni and I will go cycling together at 1 p.m. \_\_\_\_\_*

*Roni*

4. Tomorrow you want to go to the library to read some books. You want to invite Mega to go to the library. Write a short message for mega.

*Dear Mega,*

*Tomorrow I want to go to the library. \_\_\_\_\_*

*Desi*

- a. *Would you like to go cycling with us?*
- b. *Would you like to come to my house and read the comics together?*
- c. *Would you like to read some books with me?*
- d. *Would you like to make a cake with me?*

**Task 18. Write short messages based on the situations.**

1. You and Sita want to dance together tomorrow at 3 p.m. You want to invite Sari to dance together. Write a short message for Sari.

---

---

---

---

---

---

---

2. You, Seta, Reza, and Fahmi want to play football, today at 4 p.m. You want to invite Doni to play football together. Write a short message for Doni.

---

---

---

---

---

---

---



## SUMMARY

In this unit, you learned:

- **Telling about our hobbies**

Berikut ini adalah contoh- contoh kalimat untuk menceritakan hobi kita dan hobi orang lain. Perhatikan kata yang digarisbawahi.

- ✓ I like dancing.
- ✓ We like swimming.
- ✓ They like playing badminton.
- ✓ He likes painting.
- ✓ She likes cooking.

- **Short messages**

Pesan singkat (*short message*) memiliki bagian- bagian sebagai berikut:

1. Nama yang dituju
2. Isi pesan
3. Nama pengirim pesan.

Berikut ini adalah contoh pesan singkat beserta penjelasannya.

Dear Nita,	}	nama yang dituju
Sari and I will go to swim at 4 p.m.	}	isi pesan
Do you want to join us?	}	
Mira	}	nama penulis pesan





## VOCABULARY LIST

Words	Part of Speech	Meaning
playing guitar	verb	bermain gitar
swimming	verb	berenang
cooking	verb	memasak
dancing	verb	menari
playing badminton	verb	bermain badminton
reading	verb	membaca
cycling	verb	bersepeda
gardening	verb	berkebun
fishing	verb	memancing
playing football	verb	bermain sepak bola
painting	verb	melukis
tell	verb	menceritakan
together	adverb	bersama- sama
kind	noun	jenis
make	verb	membuat
delicious	adjective	enak/lezat
far	adjective	jauh
near	adjective	dekat
swimming pool	noun	kolam renang
join	verb	ikut/bergabung



## LISTENING SCRIPT

### **SCRIPT 1**

**UNIT 1; Task 3:** Listen to the instructions and choose the appropriate pictures.

1. Open your book, please.
2. Raise your hand, please.
3. Clean the board, please.
4. Open the door, please.
5. Close the window, please.

### **SCRIPT 2**

**UNIT 1; Task 4:** Listen to the instructions and do the actions.\*)

1. Put your bag on the table, please.
2. Take out your book, please.
3. Open your book on page ten, please.
4. Take out your pen, please.
5. Write your name on your book, please.

\*) The instructions can be modified by the teacher.

### **SCRIPT 3**

**UNIT 2; Task 3:** Listen the story and then arrange the jumbled pictures.

**Task 4:** Listen to the story again, and complete the story bellow by choosing the words in the box.

#### **THE VERY HUNGRY CATERPILLAR** by Eric Carle

In the light of the moon, a little egg lay on a leaf.

One Sunday morning a tiny and hungry caterpillar come out of the egg.

He started to look for some food.

On Monday he ate through one apple, but he was still hungry.

On Tuesday he ate through two pears, but he was still hungry.

On Wednesday he ate through three plums, but he was still hungry.

On Thursday he ate through four strawberries, but he was still hungry.

On Friday he ate through five oranges, but he was still hungry.



On Saturday he ate through:

A cake

An ice cream

A hot dog

A lollipop

Chocolate

Pizza

That night he had a stomach ache.

The next day was Sunday again. The caterpillar ate through a nice green leaf.

And after that day he felt a bit better.

Now he wasn't hungry any more

And he wasn't a little caterpillar any more; he was a big - fat - caterpillar.

He built a small house, called cocoon, around himself.

He stayed inside for more than two weeks.

Then he nibbled a hole in the cocoon, then he pushed his way out and ...

He was a beautiful butterfly.

#### **SCRIPT 4**

**UNIT 3; Task 3: Listen the story and then arrange the pictures.**

**Task 4: Listen to the story again, and identify the sentences by choosing "True" or "False".**

**Task 5: Listen to the story again, and then answer the questions.**

Rita was reading a newspaper when Doni came to her. He asked whether she likes reading or not. Rita said that she likes reading very much. Reading is her hobby. She usually reads story books, magazine, newspaper, and comics in her spare time. She usually borrows books from the school library.

Rita also asked Doni whether he liked reading or not. Doni said that he didn't like reading.

Doni told Rita about his hobby. His hobby is playing football. He usually plays football with his friends, Bagas, Ali, Ikhsan, Rudi, and Candra. They usually play football in the afternoon.





## Daftar Gambar

Sampul = blogs.funiber.org

### A. Unit 1

Gambar	Sumber
1.1	Iskandar & Sukini (2008:68)
1.2	Iskandar & Sukini (2008:68)
1.3	Molinski, Steven J & Bill Bliss (1994:15)
1.4	<a href="http://www.cindymctechtools.edublogs.org">http://www.cindymctechtools.edublogs.org</a>
1.5	Molinski, Steven J & Bill Bliss (1994:15)
1.6	Molinski, Steven J & Bill Bliss (1994:15)
1.7	Molinski, Steven J & Bill Bliss (1994:15)
1.8	Molinski, Steven J & Bill Bliss (1994:15)
1.9	<a href="http://www.foodclipart.com">http://www.foodclipart.com</a>
1.10	<a href="http://www.relevantchildrensministry.blogspot.com">http://www.relevantchildrensministry.blogspot.com</a>
1.11	<a href="http://www.clipart.com">http://www.clipart.com</a>
1.12	<a href="http://www.mes-english.com/">www.mes-english.com/</a>
1.13	<a href="http://www.clker.cm">http://www.clker.cm</a>
1.14	<a href="http://www.bhg.com/decorating/paint/room/how-to-paint-a-door/">http://www.bhg.com/decorating/paint/room/how-to-paint-a-door/</a>
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1.16	<a href="http://www.school-clipart.com">http://www.school-clipart.com</a>
1.17	<a href="http://www.dewawisana.blogspot.com">http://www.dewawisana.blogspot.com</a>
1.18	<a href="http://www.clipartguide.com">http://www.clipartguide.com</a>
1.19	<a href="http://www.clker.com">http://www.clker.com</a>
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1.23	Samidi & Tri Puspitasari (2009:9)
1.24	<a href="http://www.romellebroas.blogspot.com">http://www.romellebroas.blogspot.com</a>
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1.39	<a href="http://www.123rf.com">http://www.123rf.com</a>
1.40	<a href="http://www.clipart.com">http://www.clipart.com</a>



1.41	<a href="http://www.bracisim.blogspot.com">http://www.bracisim.blogspot.com</a>
1.42	<a href="http://www.dir.nvtech.com">http://www.dir.nvtech.com</a>
1.43	<a href="http://www.hasslefreeclipart.com">http://www.hasslefreeclipart.com</a>
1.44	<a href="http://www.eslkidstuff.com">http://www.eslkidstuff.com</a>
1.45	<a href="http://www.englishexercises.org">http://www.englishexercises.org</a>
1.46	<a href="http://www.eurban033.wordpress.com">http://www.eurban033.wordpress.com</a>

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2.1	<a href="http://www.foodclipart.com">http://www.foodclipart.com</a>
2.2	<a href="http://www.teachervision.fen.com/childrens-book/resource/61551.html">http://www.teachervision.fen.com/childrens-book/resource/61551.html</a>
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2.16	<a href="http://www.englishexercises.org">http://www.englishexercises.org</a>
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2.22	<a href="http://www.123rf.com">http://www.123rf.com</a>
2.23	<a href="http://www.Shutterstock.com">http://www.Shutterstock.com</a>
2.24	<a href="http://www.kids-pages.com">http://www.kids-pages.com</a>
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2.27	<a href="http://www.acclaimclipart.com">http://www.acclaimclipart.com</a>
2.28	<a href="http://www.international.stockfood.com">http://www.international.stockfood.com</a>
2.29	<a href="http://www.clker.com">http://www.clker.com</a>
2.30	Warsidi, Edi dan Farika (2009:25)
2.31	<a href="http://www.clipart.com">http://www.clipart.com</a>
2.32	<a href="http://www.istockphoto.com">http://www.istockphoto.com</a>
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2.36	<a href="http://www.kids-pages.com">http://www.kids-pages.com</a>
2.37	<a href="http://www.clipartpal.com">http://www.clipartpal.com</a>

2.38	<a href="http://www.englishexercises.org">http://www.englishexercises.org</a>
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### C. Unit 3

Gambar	Sumber
3.1	Lestari, Septi & Retno Winarni (2009:59)
3.2	<a href="http://www.dir.coolclips.com">http://www.dir.coolclips.com</a>
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3.5	<a href="http://www.94th.co.uk">http://www.94th.co.uk</a>
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3.15	<a href="http://www.biblepicturegallery.com">http://www.biblepicturegallery.com</a>
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[www.maristes.org](http://www.maristes.org)

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The FINAL draft

# English for the sixth grade students



An English course for  
Elementary School Students  
Grade 6

Written by:  
Citra Novaria

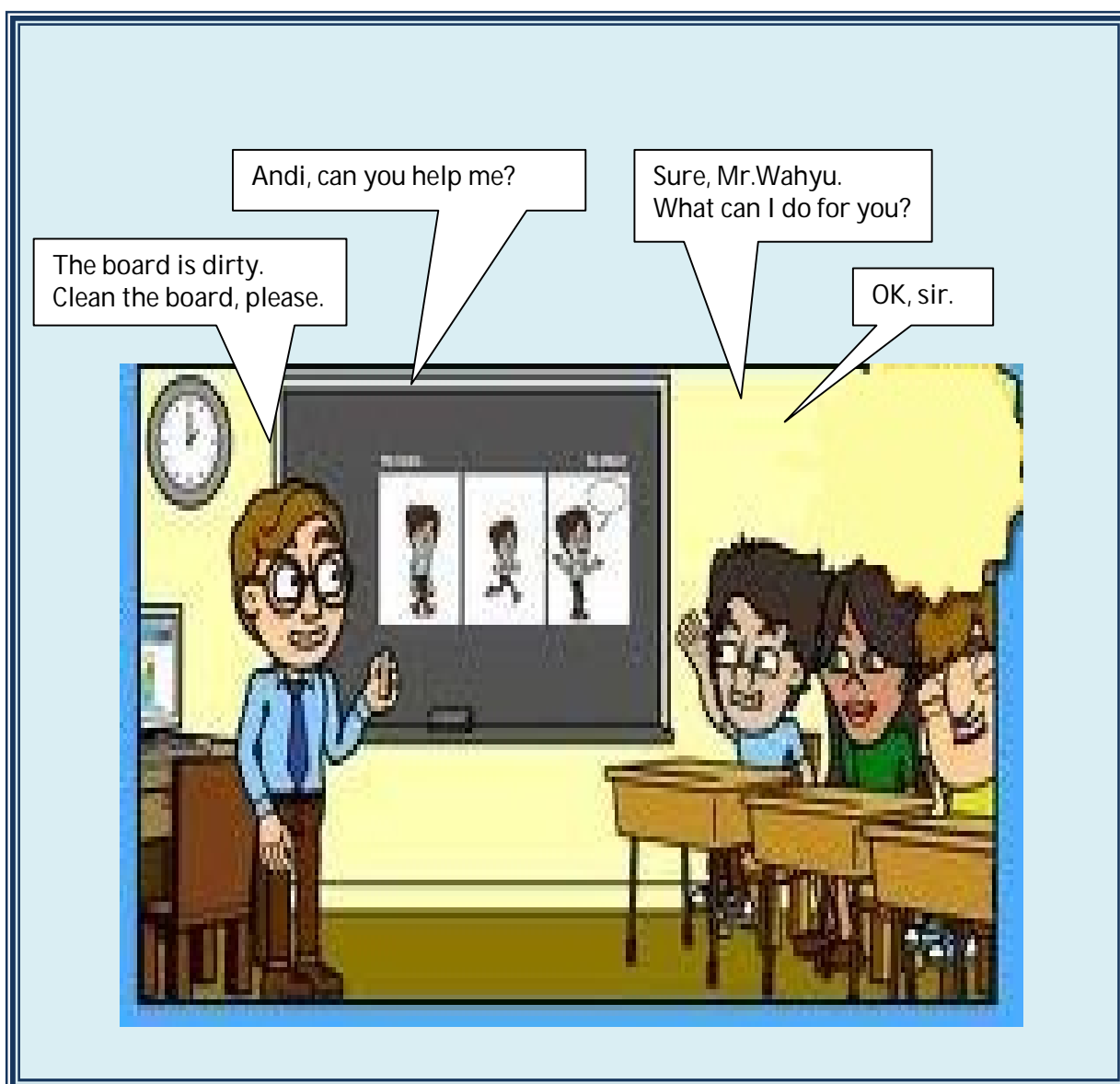
# UNIT 1

## In the Classroom



### Lead-in

Task 1. Read and learn the dialogue.



Picture 1.1.

## LISTENING AND SPEAKING SECTIONS

**Task 2. Listen and read the dialogue.**

Mrs.Lita : Are you ready, class?

Students : Yes, mom.

Mrs.Lita : OK, let's check the roll. Now, remember  
to answer 'I'm here' and *raise your hand, please.*

Mrs.Lita : Endika

Andika : I'm here.

Mrs.Lita : Desti.

Desti : I'm here.

Mrs.Lita : Ok, today we will learn English. Now, *prepare your books and pens, please.*

Students : Ok, mom.

Mrs.Lita : Rudi, where is your English book? *Take out your English book, please.*

Rudi : All right, Miss.

Mrs.Lita : *Open your book on page 12, please.*

Students : Ok, mom.



Picture 1.2

**Choose the correct answer by crossing out (X) a,b, c, or d.**

- Where are they?
 

a. in the classroom	c. in the canteen
b. in the library	d. in the bookstore
- Who is Mrs.Lita?
 

a. She is a mathematics teacher.	c. She is a student.
b. She is an English teacher.	d. She is a biology teacher.
- When Mrs.Lita calls their names, the students have to ....
 

a. clap their hands	c. raise their hands.
b. stand up	d. open their books
- Before studying English, Mrs.Lita asks them to ....
 

a. clean the board	c. prepare some crayons
b. open the door	d. prepare their books and pens
- Mrs.Lita asks them to open their books on page ....
 

a. twelve	c. eleven
b. twenty	d. thirteen



## Language focus

**Task 3. Study the following explanation and then do the exercise that follow.**

### Instructions/ commands

Perhatikan kalimat- kalimat yang dicetak miring pada task 2. Dalam teks dialog tersebut, kalian dapat menemukan ungkapan-ungkapan sebagai berikut:

- *Raise your hand, please.*
- *Prepare your books and pens, please.*

Ungkapan- ungkapan di atas biasa disebut dengan kalimat perintah (*commands*). Kalimat perintah (*commands/instructions*) merupakan kalimat- kalimat yang bertujuan menyuruh seseorang untuk melakukan suatu tindakan yang diinginkan oleh orang lain. Kalimat perintah (*commads/instructions*) dapat dibentuk dengan pola sebagai berikut:

Verb 1 + Noun + please

Berikut ini adalah beberapa contoh dari ungkapan- ungkapan perintah beserta gambar ya.



Raise your hand, please.



Clean the board, please.



Open the window, please.



Open your book, please.



Close your book, please.



Put away your book, please.

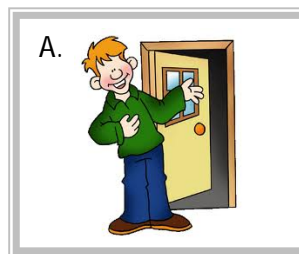
Pictures 1.3





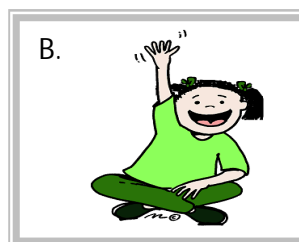
Listen to the instructions and choose the appropriate pictures. (Script 1)

1. \_\_\_\_



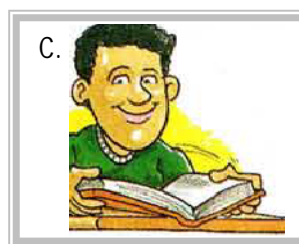
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2. \_\_\_\_



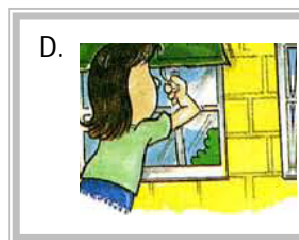
Picture 1.5

3. \_\_\_\_



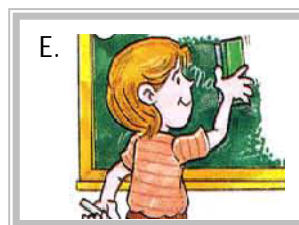
Picture 1.6

4. \_\_\_\_



Picture 1.7

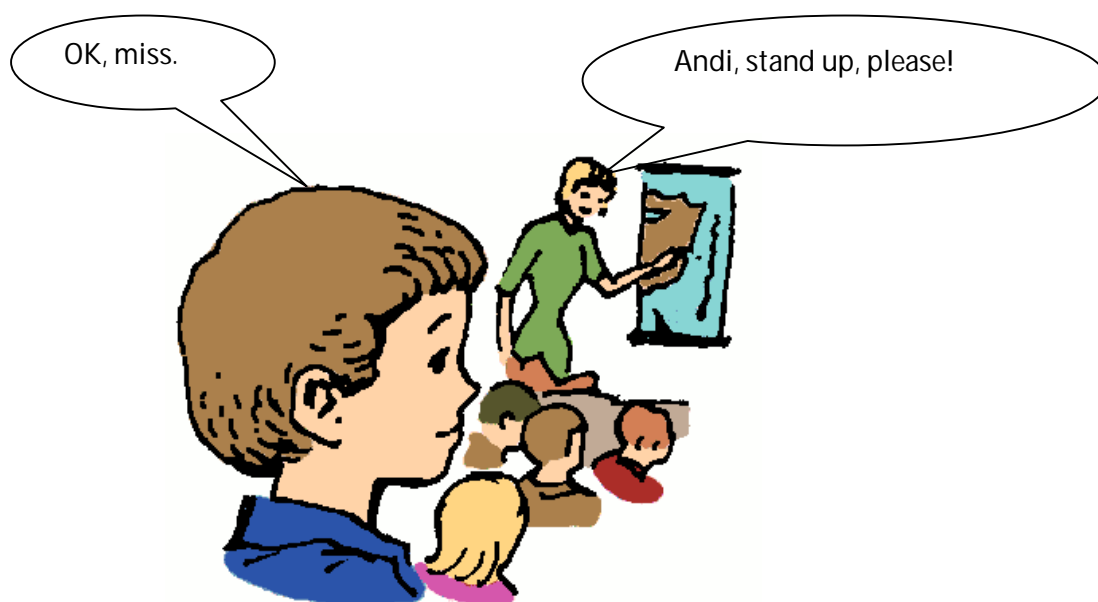
5. \_\_\_\_



Picture 1.8



#### Task 4. Listen to the instructions and do the actions. (Script 2)



Picture 1.9



#### Task 5. Let's play Simon Says.

Your teacher will say some instructions. If your teacher calls out "*Simon says*" before saying the instructions, you have to do the appropriate actions based on the instructions you listen to. If your teacher gives the instructions without calling out "*Simon says*", you have to keep silent and don't do anything.



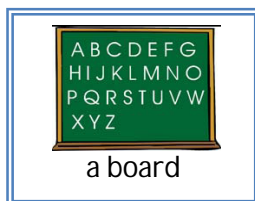


### Task 6. Listen and repeat.

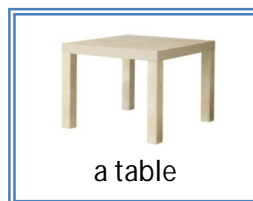
The following words will help you to do the next tasks in this unit. After listening and repeating these words, learn it.



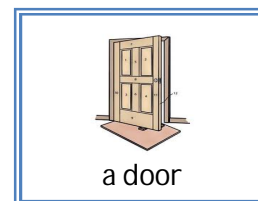
Picture 1.11



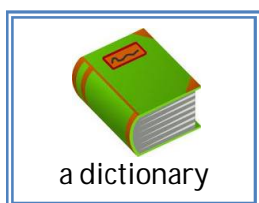
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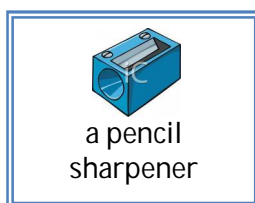
Picture 1.13



Picture 1.14



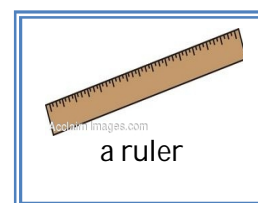
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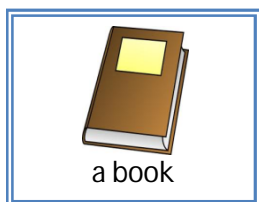
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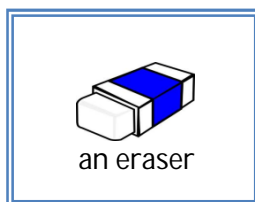
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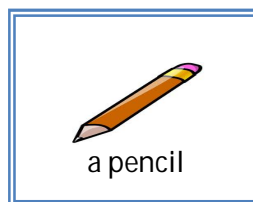
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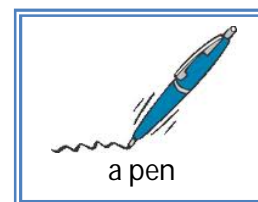
Picture 1.19



Picture 1.20



Picture 1.21



Picture 1.22





**Task 7. In pairs, read the dialog and answer the questions that follow. Then, practise the dialog.**

Mita and Sinta are in the classroom. Mita needs a dictionary but she doesn't have any dictionary. She wants to borrow a dictionary to her friend.

Mita : Whose dictionary is it?

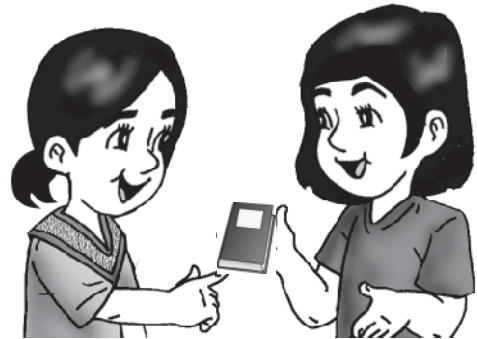
Sinta : It's mine.

Mita : *May I borrow it?*

Sinta : *Sure. Here you are.*

Mita : Thank you very much.

Sinta : You are welcome.



Picture 1.23

1. Where are they?
  - a. in the library
  - b. in the classroom
  - c. in the bookstore
  - d. in the laboratory
2. What does Mita need?
  - a. an English book
  - b. a pencil sharpener
  - c. a dictionary
  - d. a ruler
3. Who has a dictionary?
  - a. Sinta
  - b. Ninta
  - c. Nita
  - d. Mita
4. What does '*May I borrow it*' mean?
  - a. Bolehkah aku membelinya?
  - b. Bolehkah aku melihatnya?
  - c. Bolehkah aku menggunakannya?
  - d. Bolehkah aku meminjamnya?
5. What does '*Here you are*' mean?
  - a. Silahkan.
  - b. Baiklah.
  - c. Ini kamusnya.
  - d. Tentu.



## Language focus

**Task 8. Study the following expressions and then do exercise that follow.**

### Permission

Perhatikan ungkapan yang dicetak miring pada teks dialog di atas. Ungkapan "*May I use it?*" merupakan contoh ungkapan yang digunakan untuk meminta ijin. Pola dari ungkapan meminta ijin (*permission*) adalah sebagai berikut:

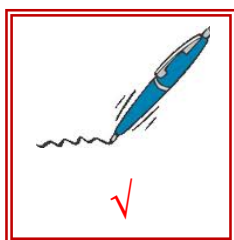
**May/ Can + subject + verb 1 + noun + please?**

**Example:**

May/ Can	I	borrow	a ruler	please?
		use	a pen	
		have	crayons	



**In pairs, complete and then practise the dialogues.**



Picture 1.24

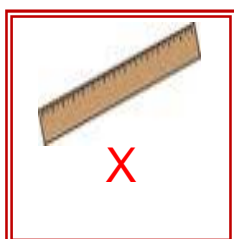
Doni : Whose \_\_\_\_\_ is it?

Candra : It is \_\_\_\_\_ .

Doni : May I \_\_\_\_\_ it?

Candra : \_\_\_\_\_ .

Doni : Thanks.



Picture 1.25

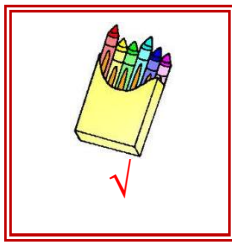
Deni : Whose \_\_\_\_\_ is it?

Fani : It's \_\_\_\_\_ .

Deni : Can I \_\_\_\_\_ it?

Fani : \_\_\_\_\_ , Deni. I'm using it.

Deni : That's OK.



Picture 1.26

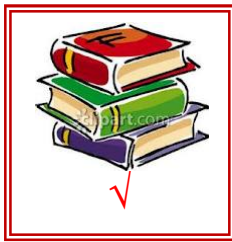
Ari : Whose \_\_\_\_\_ are these?

Mega : These are \_\_\_\_\_.

Ari : \_\_\_\_\_ I use these?

Mega : Sure.

Ari : \_\_\_\_\_.



Picture 1.27

Sinta : Whose \_\_\_\_\_ are \_\_\_\_\_?

Rudi : \_\_\_\_\_ are mine.

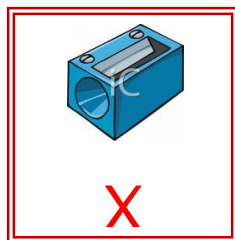
Sinta : May I borrow these?

Rudi : \_\_\_\_\_ . Here you are.

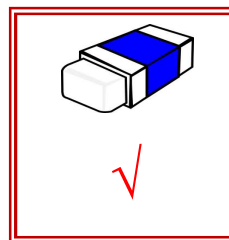
Sinta : Thanks.



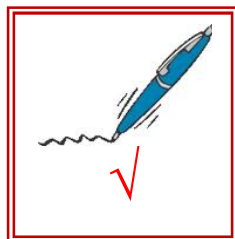
**Task 9. In pairs, use the following cues to practise the dialogues in Task 8.**



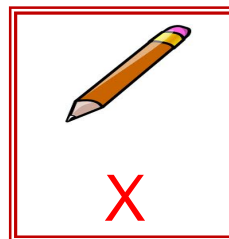
Picture 1.28



Picture 1.29



Picture 1.30



Picture 1.31



**Task 10. In pairs, read the dialogue and then practise the dialogue.**

Sendi needs a pencil but he forgets to bring his pencil. He wants to borrow Fani's pencil.

- Sendi : Fani, do you have any pencils?  
 Fani : Yes, I do.  
 Sendi : *How many pencils do you have?*  
 Fani : *I have four pencils.* Why?  
 Sendi : Would you please lend me one?  
 Fani : Certainly. Here you are.  
 Sendi : Thank you, Sendi.  
 Fani : You're welcome.



Picture 1.32

**Answer the questions based on the dialogue above by crossing out (X) a, b, c, or d.**

- What does Sendi need?
 

a. a pencil	c. a pen
b. a dictionary	d. an eraser
- Does he bring any pencils?
 

a. Yes, he does.	c. Yes, he is
b. No, he does not.	d. No, he is not.
- Does he want to borrow Fani's pencil?
 

a. No, he is not.	c. No, he does not.
b. Yes, he is.	d. Yes, he does.
- How many pencils does Fani have?
 

a. 5 pencils	c. 3 pencils
b. 4 pencils	d. 2 pencils
- How many pencils does Sendi need?
 

a. 4 pencils	c. 2 pencils
b. 3 pencils	d. 1 pencil



## Language focus

### Task 11. Study the following expressions and explanation.

#### Asking and giving information of quantity

Dalam teks dialog diatas, kalian dapat menemukan ungkapan yang berbunyi *"How many pencils do you have?"*. Ungkapan seperti ini biasa digunakan untuk menanyakan jumlah suatu benda. Ungkapan *"I have three pencils"* juga bisa kalian temukan dalam teks dialog tersebut. Ungkapan ini biasa digunakan untuk menyatakan jumlah suatu benda.

Berikut ini adalah pola dan contoh kalimat untuk menanyakan dan menyatakan jumlah adalah sebagai berikut:

- Asking for quantity

How many	Noun	do/does	subject	have?
How many	pencils	do	I/you/they/we	have?
	rulers	does	he/she/it	

- Giving information about quantity

Subject	have/has	quantity + noun
I/ You/They/We	have	a dictionary
He/She/It	has	two erasers






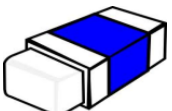


**Task 12. Let's play 'Survey Game'.**



Picture 1.33

Walk around the classroom. Ask your friends about how many things they have. Use the following table to do the survey game.

Name Things	Desti					
	Desti	.....	.....	.....	.....	.....
  Picture 1.34	2	.....	.....	.....	.....	.....
  Picture 1.35	1	.....	.....	.....	.....	.....



## READING AND WRITING SECTIONS



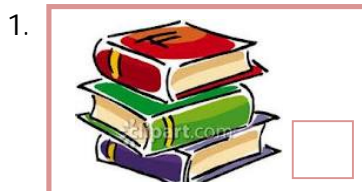
**Task 13. Read the text and then tick the things in Nina's bag.**



Picture 1.39

### Nina's Bag

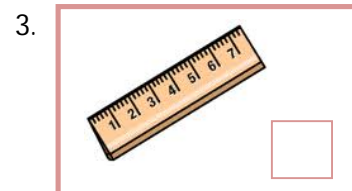
This is Nina's bag. The color is blue. There are two books, one dictionary, two rulers, and one pencil case in her bag. Her pencils and pens are in the pencil case. There are three pencils and two pens in the pencil case. Her eraser and pencil sharpener are also in the pencil case.



Picture 1.40



Picture 1.41



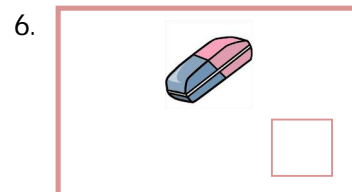
Picture 1.42



Picture 1.43



Picture 1.44



Picture 1.45



**Task 14. Read the text aloud and then identify the sentences that follow.**

### My Classroom

This is my classroom. It is large and always clean. My friends and I sweep it every morning. It is located in front of the teacher's office. It is beside the science laboratory. It has twelve tables. There are twenty four chairs in the classroom. There is a big whiteboard in front of the class. There is a teacher's desk near the whiteboard. We put a vase on it. There is a clock on the wall.



Picture 1.46

Adapted from:

<http://arieftirta.wordpress.com/tag/descriptive-text/>

Identify the following sentences based on the text above. Write "True" or "False".

1. My classroom is always clean. (.....)
2. My teacher and I sweep it every morning. (.....)
3. There is a small whiteboard in front of the class. (.....)
4. The teacher's desk is beside the cupboard. (.....)
5. There is a vase on the teacher's desk. (.....)



**Task 15. Answer the questions based on the text above.**

1. How is my classroom?  
\_\_\_\_\_
2. Where is my classroom?  
\_\_\_\_\_
3. How many chairs are there in my classroom?  
\_\_\_\_\_
4. How many tables are there in my classroom?  
\_\_\_\_\_
5. Where is the whiteboard?  
\_\_\_\_\_



**Task 16. In pairs, read the notices and study the explanation.**

We like our classroom. It's large and always clean. Miss Dita, our teacher, always reminds us to keep the cleanliness. She puts two big notices on the wall. Here are the notices.

**Keep the room clean.**

**Don't litter here.**



## Language focus

### Notices

Tulisan- tulisan yang dipasang di dalam ruang kelas Dita tersebut merupakan contoh teks fungsional pendek yang berupa kalimat peringatan (*Notices*). *Notices* biasa digunakan untuk memberikan informasi, perintah, atau larangan. Itulah mengapa *notices* biasa dituliskan dengan kata- kata yang sederhana dan dipasang pada papan atau tempat yang strategis.

Perintah (*commands*) dan larangan (*prohibitions*) merupakan contoh- contoh *notices*. Berikut ini adalah contohnya.

#### Types of notices:

Types	Example
Command (V1 + Noun)	Keep the room clean.
Prohibition (Don't + V1)	Don't litter here.



**Task 17. Choose the appropriate notices and rewrite the notices.**

1. You are not allowed to eat in the classroom.

2. You are not allowed to litter the rubbish in the classroom.

3. After reading books, you have to put it in the bookshelf.

4. You have to be quiet in the classroom.

5. You have to be an honest student.

- A. Be quiet.
- B. Don't litter here.
- C. Put the books on the bookshelf.
- D. Litter here.
- E. Be honest.
- F. Don't eat in the classroom.

**Task 18. Write notices based on the situations.**

1. You are not allowed to wear sandals in the classroom.

2. You have to keep the cleanliness.



## SUMMARY

In this unit, you learned:

- Instructions/ commands**

Kalimat perintah (*commands/instructions*) merupakan kalimat- kalimat yang bertujuan menyuruh seseorang untuk melakukan suatu tindakan yang diinginkan oleh orang lain. Pola dan contoh kalimat perintah (*commads/instructions*) dapat dilihat sebagai berikut:

Verb 1	Noun	please.
Take out	your English books	please
Open	your books	please

- Permission**

Berikut ini adalah pola dan contoh kalimat yang digunakan untuk meminta ijin (*permission*).

May/ Can	Subject	Verb 1	Noun	please?
May/ Can	I	borrow	a ruler	please?
		use	a pen	
		have	crayons	

- Asking and giving information about quantity**

Berikut ini adalah pola dan contoh kalimat yang digunakan untuk menanyakan informasi tentang jumlah (*asking for quantity*):

How many	Noun	do/does	subject	have?
How many	pencils	do	I/you/we/they	have?
	rulers	does	he/she	

Berikut ini adalah pola dan contoh kalimat yang digunakan untuk memberikan informasi tentang jumlah (*giving information about quantity*):

Subject	have/has	quantity	Noun
I/You/They/We	have	three	erasers
He/She	has	a	ruler



- **Notices**

*Notices* merupakan kalimat- kalimat yang biasa digunakan untuk memberikan informasi, perintah, atau larangan. *Notices* biasa dituliskan dengan kata- kata yang sederhana dan dipasang pada papan atau tempat yang strategis. Berikut ini merupakan jenis dan contoh *notices*.

Types	Example
Command (V1 + Noun)	Keep the room clean.
Prohibition (Don't + V1)	Don't litter here.



## VOCABULARY LIST

Words	Part of Speech	Meaning
classroom	noun	ruang kelas
board	noun	papan tulis
dirty	adjective	kotor
clean	adjective	bersih
remember	verb	mengingat
answer	verb	menjawab
raise	verb	mengangkat
learn	verb	mempelajari
prepare	verb	menyiapkan
take out	verb	mengeluarkan
library	noun	perpustakaan
canteen	noun	kantin
bookstore	noun	toko buku
call	verb	memanggil
command	noun	perintah
action	noun	tindakan
window	noun	jendela
table	noun	meja
door	noun	pintu
dictionary	noun	kamus





Words	Part of Speech	Meaning
pencil sharpener	noun	rautan pensin
crayons	noun	krayon
ruler	noun	penggaris
book	noun	buku
eraser	noun	penghapus
pencil	noun	pensil
pen	noun	pena
want	verb	ingin
borrow	verb	meminjam
lend	verb	meminjami
forget	verb	lupa
large	adjective	luas
clean	adjective	bersih
sweep	verb	mennyalu
put	verb	meletakkan
clock	noun	jam
wall	noun	dinding
litter	noun	mengotori
rubbish	noun	sampah/ kotoran
bookshelf	noun	rak buku
quiet	adjective	diam
eat	verb	makan
wear	verb	memakai
cleanliness	noun	kebersihan

## UNIT 2

## I Like Ice Cream



## Lead-in



Task 1. Read and learn the dialogue.

Would you like  
some pizza?

Selli, are you hungry?

Yes, I'm very hungry.

Yes, please.

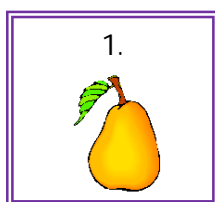


## LISTENING AND SPEAKING SECTIONS

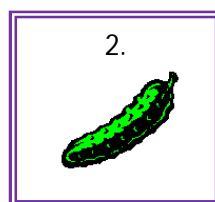


## Task 2. Match and learn.

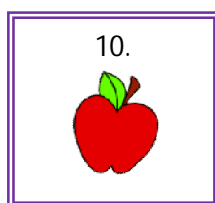
The following words will help you to do the next task in this unit. Match the pictures with the appropriate words, then learn it. After that, listen to your teacher and repeat.



Picture 2.2



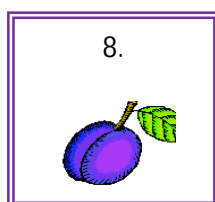
Picture 2.3



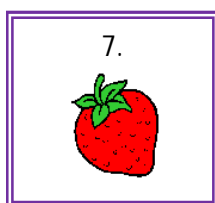
Picture 2.11



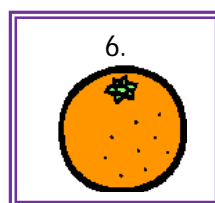
Picture 2.10



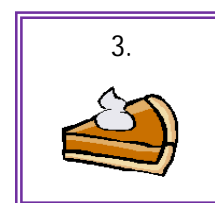
Picture 2.9



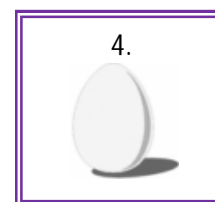
Picture 2.8



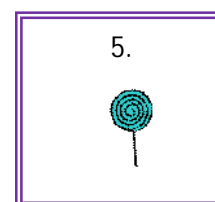
Picture 2.7



Picture 2.4



Picture 2.5



Picture 2.6

- a. a lollipop
- b. an apple
- c. an egg
- d. a strawberry
- e. an orange
- f. a pear
- g. a plum
- h. a hot dog
- i. a piece of cake
- j. an ice cream





**Task 3. Listen to the story and then arrange the jumbled pictures.**

Your teacher will tell you a story entitled "*The Very Hungry Caterpillar*". Listen to the story and try to understand it by looking at the pictures showed by your teacher. **(Script 3)**



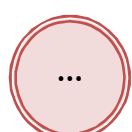
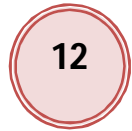
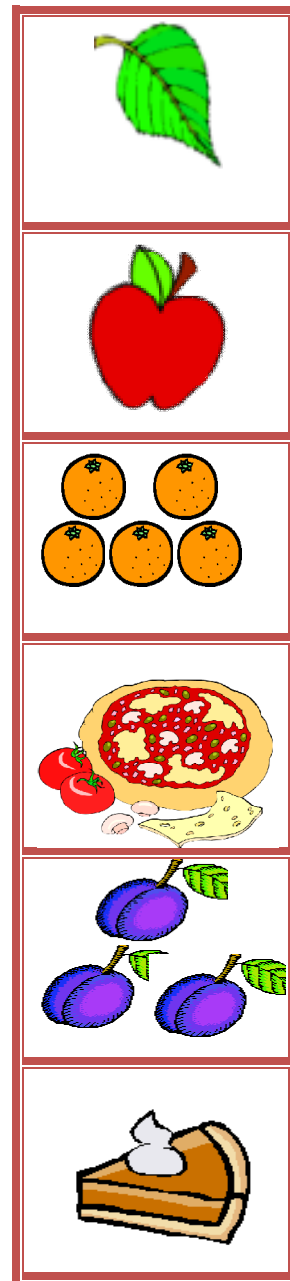
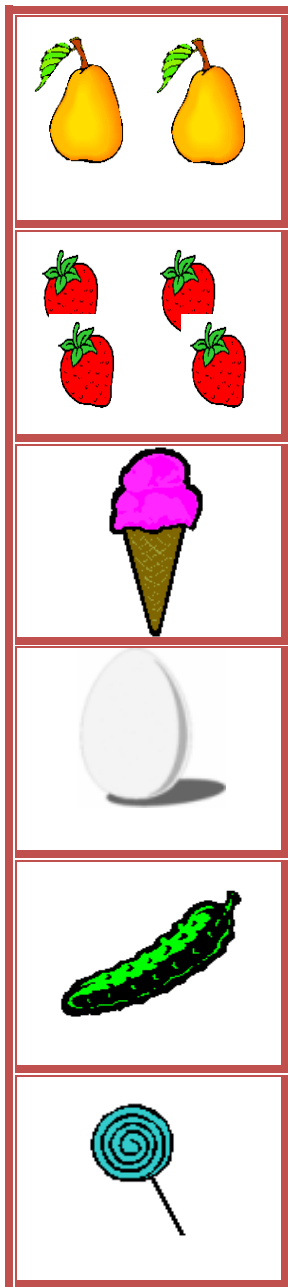
Picture 2.12

The Very Hungry Caterpillar





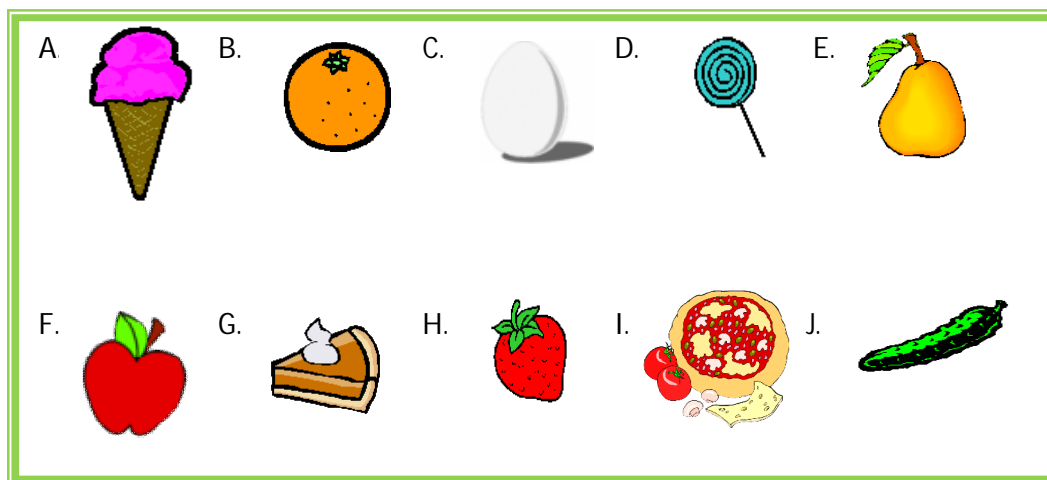
Arrange the pictures based on the story by writing the numbers.



Pictures 2.14



**Task 4. Listen to the story, and then complete the script by choosing the pictures.**



### THE VERY HUNGRY CATERPILLAR

In the light of the moon, a little \_\_\_\_\_ (1) lay on a leaf. One Sunday morning a tiny and hungry caterpillar came out of the egg. He started to look for some food. On Monday he ate through one \_\_\_\_\_ (2), but he was still hungry. On Tuesday he ate through two \_\_\_\_\_ (3), but he was still hungry. On Wednesday he ate through three \_\_\_\_\_ (4), but he was still hungry. On Thursday he ate through four \_\_\_\_\_ (5), but he was still hungry. On Friday, he ate through five \_\_\_\_\_ (6), but he was still hungry.

On Saturday he ate through a \_\_\_\_\_ (7), an \_\_\_\_\_ (8), a \_\_\_\_\_ (9), a chocolate, and \_\_\_\_\_ (10). That night he had a stomachache. The next day was Sunday again. The caterpillar ate through a nice leaf.

And after that day he felt a bit better. Now he wasn't hungry any more. And he wasn't little caterpillar any more; he was a big - fat - caterpillar. He built a small house, called cocoon around himself. He stayed inside for more than two weeks. Then he nibbled a hole in the cocoon, then he pushed his way out and .He was a beautiful butterfly.

Pictures 2.15

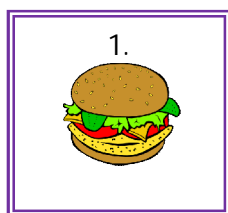
Adapted from: [www.maristes.org](http://www.maristes.org)



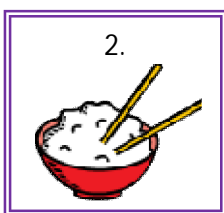


### Task 5. Match and learn.

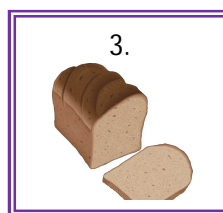
The following words will help you to do the next tasks in this unit. Match the pictures with the appropriate words and learn it. After that, listen to your teacher and repeat.



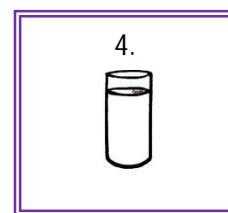
Picture 2.29



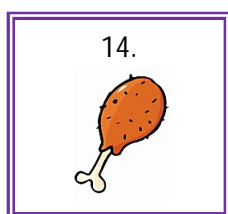
Picture 2.16



Picture 2.17



Picture 2.18



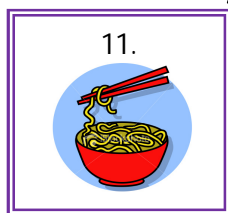
Picture 2.28



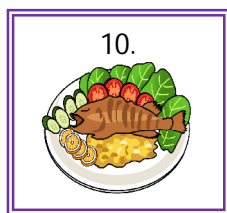
Picture 2.27



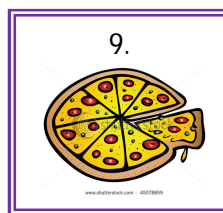
Picture 2.26



Picture 2.25



Picture 2.24

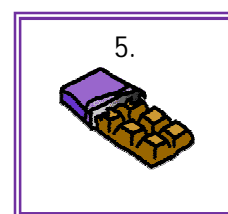


Picture 2.23



Picture 2.22

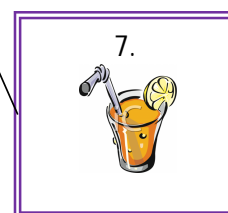
- a. a burger
- b. a bowl of soup
- c. some bread
- d. a bowl of noodles
- e. a glass of orange juice
- f. pizza
- g. fried chicken
- h. cake
- i. a glass of milk
- j. fish
- k. a cup of tea
- l. a bar of chocolate
- m. a bottle of water



Picture 2.19



Picture 2.20



Picture 2.21





**Task 6. In pairs, read and answer and then practise the dialogue.**

It's the time to break. Yeni and Rika are still in the classroom.

Yeni : I'm so hungry.

Rika : Let's go to the canteen, Yeni.

Yeni : All right, Rika. Will you have a plate of fried rice?

Rika : No, *I don't like fried rice.*

Yeni : *Do you like fried noodles?*

Rika : Yes, I do. *I like it very much.* What's your favorite food, Yeni? *Do you like fried noodles?*

Yeni : No, *I don't like fried noodle.* My favorite food is fried rice.  
What about the drink? What's your favorite drink?

Rika : *I like iced tea.*



Picture 30

**Answer the questions by choosing a, b, c, or d.**

1. Where are they?
  - a. in the school yard
  - b. in the classroom
  - c. in the teacher's room
  - d. in the library
2. Where will they go? They want to go to ....
  - a. the teacher's room
  - b. the library
  - c. the canteen
  - d. the laboratory
3. What is Rika's favorite food?
  - a. fried chicken
  - b. soup
  - c. fried rice
  - d. fried noodle
4. Does she like fried rice?
  - a. Yes, she does.
  - b. No, she does not.
  - c. Yes, she is.
  - d. No, she is not.



5. What is Yeni's favorite food?

- a. fried chicken
- b. soup
- c. fried rice
- d. fried noodle



## Language focus

**Task 7. Study the following expressions.**

### Likes and dislikes

Ungkapan- ungkapan seperti *"I like fried rice"* merupakan contoh ungkapan untuk menyatakan perasaan suka terhadap suatu hal. Berikut ini adalah pola dan contoh kalimat untuk menyatakan perasaan suka.

Subject	like/ likes	Noun
I/You/They/We	like	fried noodle
He/She/It	likes	iced tea

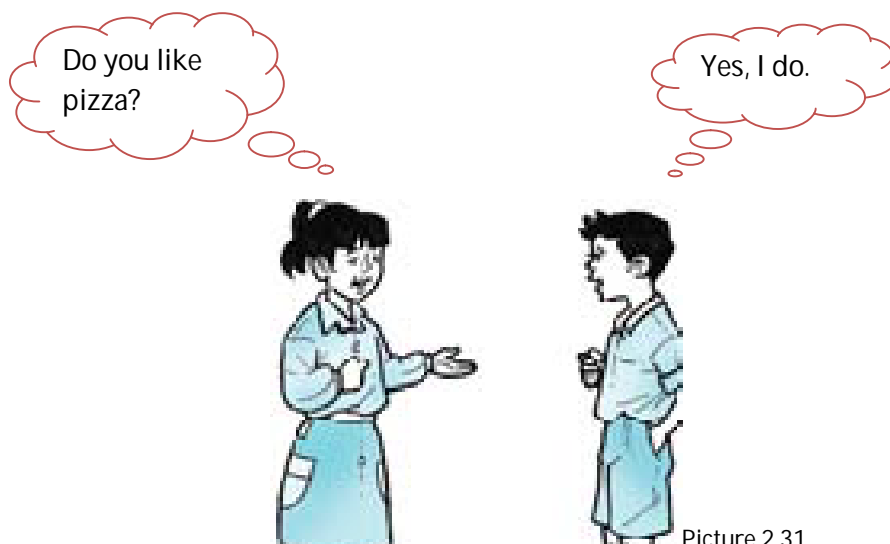
Sedangkan ungkapan *"I don't like fried rice"* merupakan contoh ungkapan untuk menyatakan perasaan tidak suka (*dislike*) terhadap suatu hal. Berikut ini adalah pola dan contoh kalimat untuk menyatakan perasaan tidak suka.

Subject	does/ do	not	like	Noun
I/You/We/They	do	not	like	burgers
He/She/ It	does			pizza










### Task 8. Let's play survey game.



Picture 2.31

Walk round the classroom, and do a class survey. Use the following table to do the survey.

No	Food/ drink	Name	"Yes"/ "No"
1	 Picture 2.32	. . . . .	. . . . .
2	 Picture 2.33	. . . . .	. . . . .
3	 Picture 2.34	. . . . .	. . . . .
4	 Picture 2.35	. . . . .	. . . . .
5	 Picture 2.36	. . . . .	. . . . .



**Task 9. In pairs, read and practise the dialogue.**

**At the Bakery**

- Shopkeeper : Good morning.  
 Nia : Good morning.  
 Shopkeeper : Can I help you?  
 Nia : *May I have a loaf of bread?*  
 Shopkeeper : Sure. Here you are.  
 Nia : Thank you.  
 Shopkeeper : You're welcome.



Picture 2.37

**Answer the questions based on the dialogue above by choosing a, b, c, or d.**

1. Where is Nia?
  - a. in the market
  - b. in the canteen
  - c. in the supermarket
  - d. in the bakery
2. Who says 'Can I help you'?
  - a. Nia
  - b. the baker
  - c. the shopkeeper
  - d. Mia
3. What does 'Can I help you' mean?
  - a. Dapatkah anda membantu
  - b. Tolong bantu saya
  - c. Maukah anda membantu saya
  - d. Dapatkah saya membantu anda
4. What does she buy?
  - a. a loaf of bread
  - b. a piece of cake
  - c. a bar of chocolate
  - d. a burger
5. Does she buy cake?
  - a. Yes, she is.
  - b. Yes, she does.
  - c. No, it is not.
  - d. No, it does not








## Language focus

### Task 10. Study following explanation.

#### Quantifiers

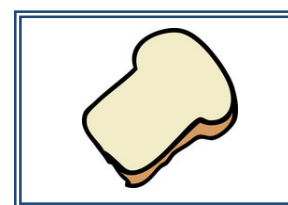
Pada teks dialog di atas kalian dapat menemukan frasa 'a loaf of bread' (sebuah roti). Kata kata *a loaf of* yang berarti sebuah, merupakan contoh dari *quantifiers*. *Quantifiers* merupakan kata- kata yang digunakan sebagai penunjuk jumlah benda yang tidak dapat dihitung (*uncountable noun*). Berikut ini adalah contoh- contoh lain penggunaan *quantifier*:

 <b>a bottle of water</b> Picture 2.38	 <b>a bar of chocolate</b> Picture 2.39	 <b>a glass of milk</b> Picture 2.40
 <b>a cup of tea</b> Picture 2.41	 <b>a bowl of rice</b> Picture 2.42	 <b>a piece of bread</b> Picture 2.43



**In pairs, complete the dialogues based on the pictures and practise.**

Risa : May I \_\_\_\_\_ a piece of \_\_\_\_\_?  
Doni : Sure. Here you are.  
Risa : \_\_\_\_\_.  
Doni : You're welcome.



Picture 2.44

Rudi : \_\_\_\_\_ I have a \_\_\_\_\_ of \_\_\_\_\_?  
Dani : Certainly. Here you are.  
Rudi : Thank you.  
Dani : You are \_\_\_\_\_.



Picture 2.45



**Task 11.** Use the following cues to practise the dialogue in task 13.



Picture 2.46



Picture 2.47



Picture 2.48



Picture 2.49

## READING AND WRITING SECTIONS



**Task 12. Read the text and then tick Mr.Jack's favorite food and drink.**

### Mr.Jack's Favorite food



Picture 2.50

Mr.Jack likes to eat in the "Yummy" restaurant. It is always clean. The waiters and waitress always serve the customers friendly. There are various yummy menus in this restaurant.

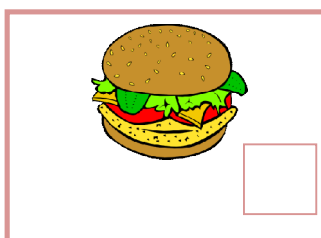
In this restaurant, Mr.Jack usually orders burgers, and fried potatoes. Sometimes, he also orders fried chicken. Those are his favorite food. His favorite drink is orange juice.

1.



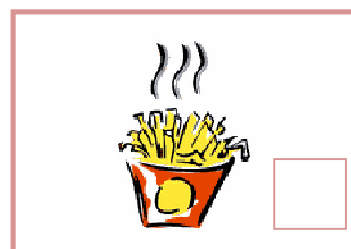
Picture 2.51

2.



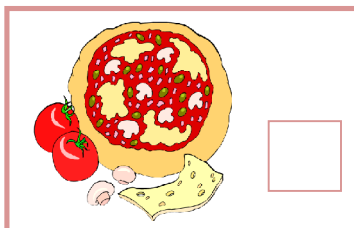
Picture 2.52

3.



Picture 2.53

4.



Picture 2.54

5.



Picture 2. 55

6.



Picture 2.56



**Task 13. Identify these sentences based on the text above by writing "True" or "False".**

1. Mr.Jack is in the canteen. (.....)
2. He likes pizza. (.....)
3. He likes fried chicken. (.....)
4. His favorite food is burger. (.....)
5. His favorite drink is coffee. (.....)



**Task 14. Answer the questions based on the text.**

1. Where does Mr.Jack usually like to eat?

---

2. Is the restaurant always clean?

---

3. What is his favorite food?

---

4. What is his favorite drink?

---

5. Does he like milk?

---



**Task 15. Read the letter aloud.**

*Jl. Mawar 13  
Surabaya*

*October 5, 2011*

*Dear Rini,*

*I want to tell you about my favorite food. My favorite food is fried rice. Do you like fried rice, Rini? I like it very much. Sometimes, I make it by myself. I usually eat a plate of fried rice with a fried egg. It's high in protein. I also put various vegetables, such as tomatoes, cucumbers, and cabbage. In the morning, my mother also usually makes it for me. My sister and I usually have a breakfast together before we go to school.*

*What about you? Do you like fried rice too? Please tell about your favorite food.  
Bye for now.*

*Yours truly,  
Tika*

Adapted from: Mukarto (2003:29)

**Answer the questions based on the letter above by crossing out (X) a, b, c, or d.**

1. What is Tika's favorite food?
 

a. burger	c. fried noodle
b. pizza	d. fried rice
2. Does she like fried noodles?
 

a. No, she does not.	c. No, it is not.
b. Yes, she does.	d. Yes, it is.
3. Can she cook fried rice?
 

a. No, she can not.	c. No, she is not.
b. Yes, she can.	d. Yes, she is.
4. Does she usually put vegetables in her fried rice?
 

a. Yes, she does.	c. Yes, it is.
b. No, she does not.	d. No, it is not.
5. What vegetables does she usually put in her fried rice?
 

a. tomatoes and spinach	c. tomatoes and lettuce
b. cucumber and cabbage	d. carrots and cucumbers







## Language focus

### Task 16. Read and learn.

#### Personal letter

Yang kalian baca di atas adalah contoh dari sebuah surat pribadi. *Letter* (surat) adalah pesan tertulis yang memiliki berbagai maksud dan dikirimkan kepada seseorang. Sebuah surat pribadi biasanya terdiri dari beberapa bagian, antara lain:

1. Date (tanggal ketika surat ditulis)
2. The receiver's address (alamat penerima)
3. Salutation (Salam pembuka)
4. The body of the letter (isi surat)
5. Closure (penutup surat)
6. Complimentary closing (salam penutup)

Perhatikan bagian- bagian surat berikut ini.

Jl. Mawar 13	} the receiver's address	October 5, 2011	} date
Surabaya			
Dear Rini,	} salutation		
I want to tell you about my favorite food. My favorite food is fried rice.	} The body Of the letter		
Do you like fried rice, Rini? I like it very much. Sometimes, I make it by			
myself. I usually eat a plate of fried rice with a fried egg. It's high in			
protein. I also put various vegetables, such as tomatoes, lettuce, cucumber,			
and cabbage. In the morning, my mother also usually makes it for me.			
I and my sister usually have a breakfast together before we go to school.			
What about you? Do you like fried rice too? Please tell about your	} closure		
Favorite food. Bye for now.			
Yours truly,			
	} Complimentary closing		
Tika			





**Task 17. Complete the letter by choosing the words in the box.**

Jl. Mantrijeron 20  
Yogyakarta

October 21, 2011

Dear Tika,

It is very nice to read your letter. Now, I want to tell you about my favorite \_\_\_\_\_.  
I don't \_\_\_\_\_ fried rice, Tika. My favorite foods are \_\_\_\_\_ and fried \_\_\_\_\_.  
I usually go to the \_\_\_\_\_ at the break time. My friends and I usually order  
meatball. We like it very much. It's very yummy. I like to add a little \_\_\_\_\_ in  
my meatball. I also like to add a little \_\_\_\_\_ because I like hot food. \_\_\_\_\_  
chicken is also my favorite food. My \_\_\_\_\_ often makes it for me. My father also  
likes it. It's his \_\_\_\_\_ food.

That's all for now. Bye.

Regards,  
Rini

A. canteen

B. food

C. ketchup

D. chicken

E. spicy

F. meatball

G. mother

H. favorite

I. like

J. fried



1. *My favorite food is pizza.*
2. *It's very yummy.*
3. *Yours truly,*
4. *15 Pugeran street*  
*Yogyakarta*
5. *I want to tell you about my favorite food.*
6. *My mother usually buys pizza for me.*
7. *November 2<sup>nd</sup> 2011*
8. *What about you? Do you like pizza?*
9. *Dear Roni,*
10. *Please write about your favorite food. Bye for now.*
11. *Fajar*
12. *She also likes pizza very much.*

[illegible]



## SUMMARY

In this unit, you learned:

### • Likes and dislikes

Berikut ini adalah pola dan contoh kalimat untuk menyatakan perasaan suka terhadap suatu hal.

subject	like/ likes	noun
I/You/They/We	like	fried noodle
He/She/It	likes	iced tea

Berikut ini adalah pola dan contoh kalimat untuk menyatakan perasaan tidak suka terhadap suatu hal.

Subject	does/ do	not	like	noun
I/You/We/They	do	not	like	burgers
He/She/ It	does			pizza

### • Quantifiers

*Quantifiers* merupakan kata- kata yang digunakan sebagai penunjuk jumlah benda yang tidak dapat dihitung (*uncountable noun*). Berikut ini adalah contoh- contoh lain penggunaan *quantifier*:

- ✓ a bowl of rice
- ✓ a bottle of water

### • Personal Letter

*Letter* (surat) adalah pesan tertulis yang memiliki berbagai maksud dan dikirimkan kepada seseorang. Sebuah surat pribadi biasanya terdiri dari beberapa bagian, antara lain:

1. Date (tanggal ketika surat ditulis)
2. The receiver's address (alamat penerima)
3. Salutation (Salam pembuka)
4. The body of the letter (isi surat)
5. Closure (penutup surat)





## VOCABULARY LIST

Words	Part of Speech	Meaning
hungry	adjective	lapar
lollipop	noun	lolipop
apple	noun	apel
egg	noun	telur
orange	noun	jeruk
pear	noun	puah per
plum	noun	buah prem
cake	noun	kue
ice cream	noun	es krim
caterpillar	noun	ulat
lay	verb	meletakkan
leaf	noun	daun
cocoon	noun	rumah kepompong
bread	noun	roti
noodle	noun	mi
fried chicken	noun	ayam goreng
milk	noun	susu
fish	noun	ikan
tea	noun	teh
water	noun	air putih
fried rice	noun	nasi goreng
vegetable	noun	sayuran
cucumber	noun	mentimun
cabbage	noun	kubis
breakfast	noun	sarapan



# UNIT 3

## My Hobby is Singing



### Lead-in



Task 1. Read and learn the dialogue.



Picture 3.1

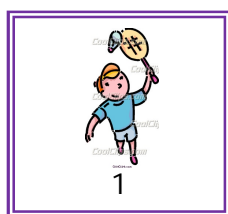
## LISTENING AND SPEAKING SECTIONS



## Vocabulary

## Task 2. Match and learn.

The following words will help you to do the next task in this unit. Match the pictures with the appropriate words, then learn it.



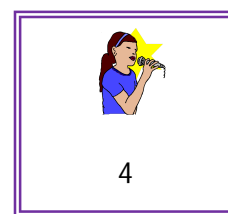
Picture 3.2



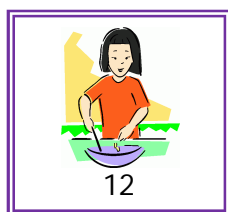
Picture 3.3



Picture 3.4

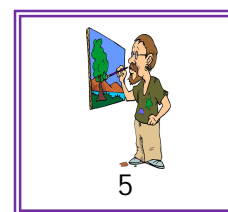


Picture 3.5

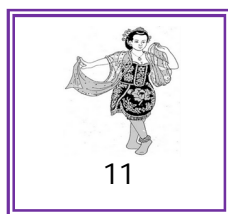


Picture 3.13

- a. playing guitar
- b. swimming
- c. cooking
- d. dancing
- e. playing badminton
- f. reading
- g. cycling
- h. gardening
- i. fishing
- j. playing football
- k. singing
- l. painting



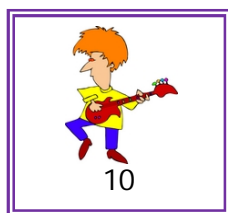
Picture 3.6



Picture 3.12



Picture 3.7



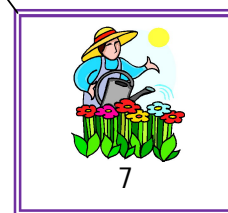
Picture 3.11



Picture 3.10



Picture 3.9




Picture 3.8







**Task 3. Listen to the story and then arrange the pictures.**

No, I don't like reading.      How about you? Do you like reading?




Picture 3.14

My hobby is playing football with my friends

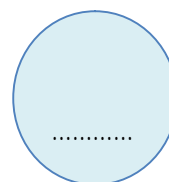
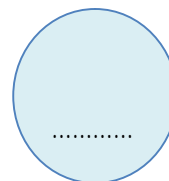
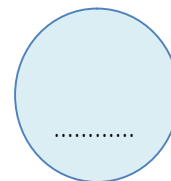



Picture 3.15      Picture 3.14

Do you like reading?      Yes, I like reading very much.



Picture 3.14







**Task 4. Listen to the story again, and identify the sentences by choosing "True" or "False".**

1. Rita was reading a comic when Doni came to her. (True/False)
2. Doni and Rita were talking about their hobbies. (True/False)
3. Rita's hobby is reading. (True/False)
4. She doesn't like reading magazine. (True/False)
5. Doni's hobby is playing badminton. (True/False)



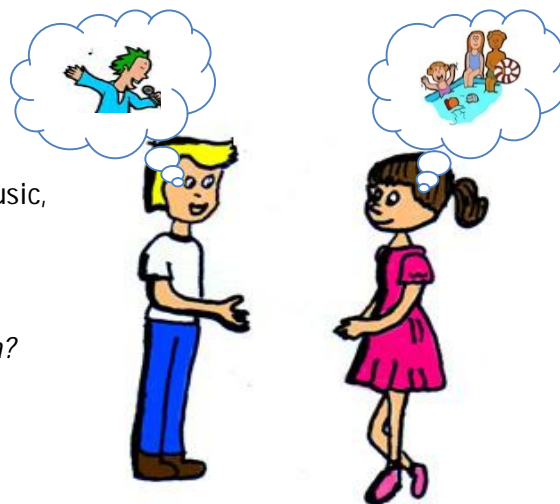
**Task 5. Answer the questions based on the story.**

1. What is Rita hobby?  
\_\_\_\_\_
2. Does she usually borrow books from the school library?  
\_\_\_\_\_
3. Does Doni like reading?  
\_\_\_\_\_
4. What is Doni's hobby?  
\_\_\_\_\_
5. Does he like playing badminton?  
\_\_\_\_\_



**Task 6. In pairs, read and practise the dialogue.**

Mega : *Do you like singing, Ade?*  
 Ade : Yes, I do.  
 Mega : What kind of music do you like?  
 Ade : You will be surprised. I like traditional music,  
 especially keroncong.  
 Mega : Wow? That is very interesting!  
 Ade : What about you? *Do you like singing, Mega?*  
 Mega : No, I don't. *I don't like singing.*  
 Ade : What's your hobby?  
 Mega : *I like swimming.*  
 Ade : Wow! It's great!



Picture 3.16

**Notes**

Pada unit sebelumnya kalian telah mempelajari ekspresi suka/ tidak suka (*like/dislike*). Perhatikan ekspresi- ekspresi yang dicetak miring pada teks dialog di atas. Ekspresi-ekspresi yang dicetak miring pada dialog di atas juga merupakan ekspresi untuk menanyakan dan menyatakan perasaan suka/ tidak suka.

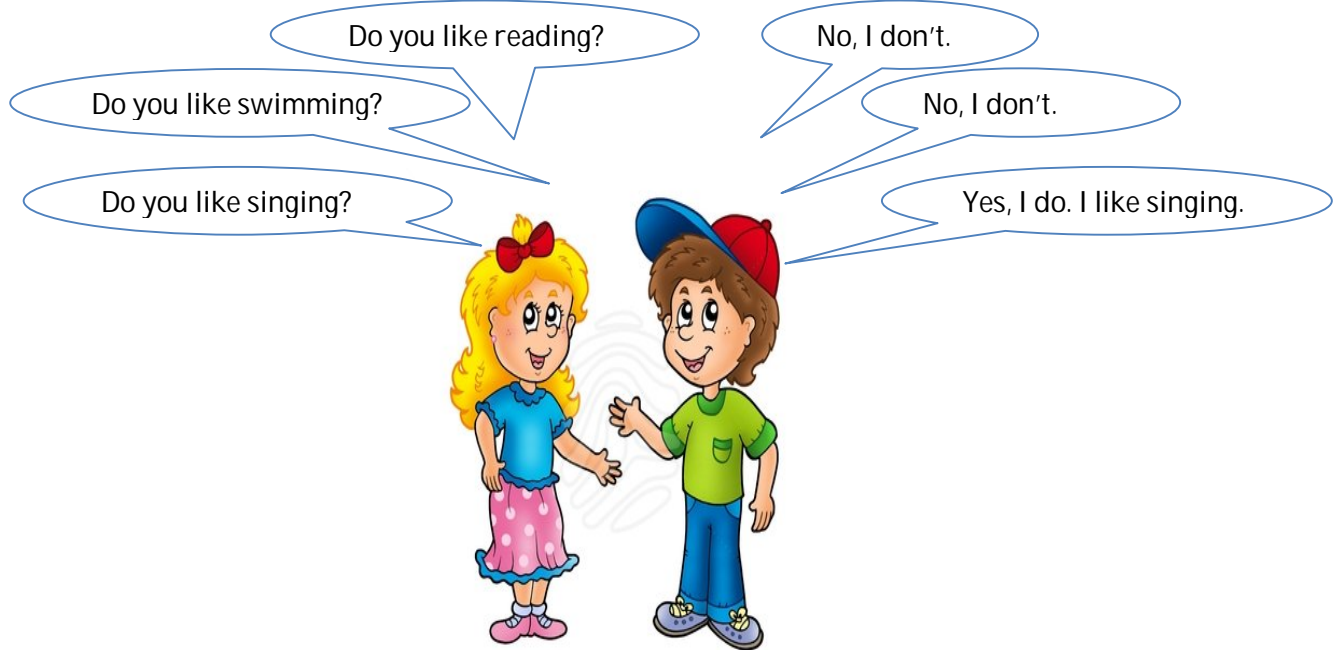
**Answer the questions based on the dialogue above.**

- What is Ade's hobby?  
 a. listening to music  
 b. swimming  
 c. singing  
 d. playing guitar
- Does he like traditional music?  
 a. Yes, he does.  
 b. No, he does not.  
 c. Yes, he is.  
 d. No, he is not.
- What kind of music does he like?  
 a. Pop music  
 b. Jazz music  
 c. rock music  
 d. traditional music
- What is Mega's hobby?  
 a. singing  
 b. swimming  
 c. dancing  
 d. cooking
- Does she like listening to music?  
 a. Yes, she does.  
 b. Yes, she is.  
 c. No, she does not.  
 d. No, she is not.



### Task 7. Let's play guessing game.

Ask five of your friends about their hobbies. Guess what their hobbies are.



Picture 3.17



### Task 8. Tell about your hobby and your friends' hobbies.

After getting information about your friends' hobbies, now make a short report. Tell your friends about your hobby and your friends' hobbies.



I like dancing.  
Doni likes swimming.  
Ardi and Dani like cycling.  
Reni likes cooking.  
Rina likes dancing.

Picture 3.18

## READING AND WRITING SECTIONS

**Task 9. Read this letter aloud.**

*Jalan Brigjen Katamso 18  
Yogyakarta*

*Dear Rani,*

*I want to tell you about my hobbies. I have some hobbies. My hobbies are singing, listening to music, and dancing. I usually sing everyday, in my house. In the evening, I usually listen to music. I have a lot of cassettes at home. I also like dancing. On Sunday, my friends and I usually dance together.*

*What about you? Please write about your hobbies. Bye for now.*

*Yours truly,*

*Nila*

Adapted from: Mukarto (1994:29)

**Task 10. Chose true or false based on the letter above.**

1. The letter is from Reni. (True/False)
2. The letter is for Reni (True/False)
3. Nila tells Reni about her hobbies. (True/False)
4. Nila likes swimming. (True/False)
5. She usually sings everyday. (True/False)

**Task 11. Answer the questions based on the letter above.**

1. How many hobbies does Nila have? \_\_\_\_\_
2. Does she like dancing? \_\_\_\_\_
3. When does she usually dance? \_\_\_\_\_
4. Does she like listening to music? \_\_\_\_\_
5. When does she usually listen to music? \_\_\_\_\_



### Task 12. Read the text aloud then answer the questions.

#### Mega's Hobby



She is Mega. Her hobby is cooking. She can cook many kinds of food, like fried rice, soup, and fried noodle. She also can cook traditional food, like *Gudeg*, *Opor*, and *Sate*. Those are her favorite food.

Mega usually helps her mother in the kitchen everyday. Her mother, Mrs.Susi usually teaches her to make delicious food. Mega always says that she wants to be a cook because she likes cooking very much.

**Answer the questions by crossing out (X) the correct answer, a, b, c, or d.**

1. Who is the girl in the picture?
 

a. She is a cook.	c. She is Susi.
b. She is Sarah.	d. She is Mega.
2. What is her hobby?
 

a. Her hobby is painting.	c. Her hobby is cooking.
b. Her hobby is singing.	d. Her hobby is dancing.
3. Can she cook traditional food?
 

a. Yes, she is.	c. Yes, she can.
b. No, she is not.	d. No, she can not.
4. Who is Mrs.Susi?
 

a. She is Mega's sister.	c. She is Mega's friend.
b. She is Mega's mother.	d. She is Mega's teacher.
5. What does Mega want to be?
 

a. She wants to be a cook.	c. She wants to be a doctor.
b. She wants to be a teacher.	d. She wants to be a singer.



### Task 13. Read the text and choose true or false.



Picture 3.20

#### Wulan's Hobby

Wulan's hobby is swimming. She usually swims once a week. On Sunday, she usually swims with her sister and brother. They go to the swimming pool together. The swimming pool is not far. It is near their house. Sometimes, Wulan meets her friends in the swimming pool and they swim together. After swimming, they often buy ice cream.

#### Choose True or False.

1. Wulan likes cooking. (True/ False)
2. She usually swims twice a week. (True/ False)
3. She usually swims with her sister and brother. (True/ False)
4. They usually swim in the swimming pool. (True/ False)
5. The swimming pool is far from their house. (True/ False)



### Task 14. Answer the questions based on the text.

1. What is Wulan's hobby?  
\_\_\_\_\_
2. How often does she usually swim?  
\_\_\_\_\_
3. Does she go to swim with her mother?  
\_\_\_\_\_
4. Where does she usually swim?  
\_\_\_\_\_
5. Is the swimming pool far from her house?  
\_\_\_\_\_



**Task 15. Read the short message and answer the questions.**

Dear Nita,  
Sari and I will go swimming at 4 p.m in *Water Palace* swimming pool. Do you want to join us?

Mira

**Answer the questions by crossing out (X) a, b, c, or d.**

1. Who write the message?
 

a. Nita	c. Mira
b. Sari	d. Ira
2. Who is the receiver of the message?
 

a. Sari	c. Ira
b. Nita	d. Mira
3. What will Sari and Mira do? They want to ....
 

a. read comics	c. swim
b. dance	d. sing
4. What is the name of the swimming pool?
 

a. Water Boom	c. Swimming Place
b. Water Palace	d. Blue Water
5. Do they invite Nita to join them?
 

a. Yes, they do.	c. Yes, they are.
b. No, they do not.	d. No, they are not.





## Language focus

### Task 16. Study the following explanation.

#### Short messages

Yang telah kalian baca di atas adalah contoh pesan singkat (*short messages*). Kita sering kali menulis pesan singkat untuk teman, keluarga, ataupun orang lain. Pesan singkat (*short message*) memiliki bagian- bagian sebagai berikut:

1. Nama yang dituju
2. Isi pesan
3. Nama pengirim

Perhatikan contoh pesan singkat berikut ini.

Dear Nita,

Sari and I will go to swim at 4 p.m.  
Do you want to join us?

Mira

- } Nama yang dituju tertera jelas.
- } Inti pesan ditulis secara singkat, dan jelas.
- } Nama yang menulis pesan tertera jelas.

Adapted from:

*thefunctionaltext.blogspot.com*







**Task 17. Complete these short messages by choosing the appropriate sentences available in the box.**

1. You have some new comics. You want to invite Nita to come to your house to read the comics together. Write a short message for Nita.

*Dear Nita,*

*I have some new comics. \_\_\_\_\_*

*Mita*

2. You have a new recipe to make a delicious cake. You want to invite Sinta to make a cake together in your house today at 2 p.m. Write a short message for Sinta.

*Dear Sinta,*

*I have a new recipe to make a delicious cake. \_\_\_\_\_*

*Rahma*

3. You and Doni want to invite Rizal to go cycling together at 1 p.m. Write a short message for Rizal.

*Dear rizal,*

*Doni and I will go cycling together at 1 p.m. \_\_\_\_\_*

*Roni*

4. Tomorrow you want to go to the library to read some books. You want to invite Mega to go to the library. Write a short message for mega.

*Dear Mega,*

*Tomorrow I want to go to the library. \_\_\_\_\_*

*Desi*

- a. *Would you like to go cycling with us?*
- b. *Would you like to come to my house and read the comics together?*
- c. *Would you like to read some books with me?*
- d. *Would you like to make a cake with me?*

**Task 18. Write short messages based on the situations.**

1. You and Sita want to dance together tomorrow at 3 p.m. You want to invite Sari to dance together. Write a short message for Sari.

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2. You, Seta, Reza, and Fahmi want to play football, today at 4 p.m. You want to invite Doni to play football together. Write a short message for Doni.

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## SUMMARY

In this unit, you learned:

- **Telling about our hobbies**

Berikut ini adalah contoh- contoh kalimat untuk menceritakan hobi kita dan hobi orang lain. Perhatikan kata yang digarisbawahi.

- ✓ I like dancing.
- ✓ We like swimming.
- ✓ They like playing badminton.
- ✓ He likes painting.
- ✓ She likes cooking.

- **Short messages**

Pesan singkat (*short message*) memiliki bagian- bagian sebagai berikut:

1. Nama yang dituju
2. Isi pesan
3. Nama pengirim pesan.

Berikut ini adalah contoh pesan singkat beserta penjelasannya.

Dear Nita,	}	nama yang dituju
Sari and I will go to swim at 4 p.m.	}	isi pesan
Do you want to join us?	}	
Mira	}	nama penulis pesan





## VOCABULARY LIST

Words	Part of Speech	Meaning
playing guitar	verb	bermain gitar
swimming	verb	berenang
cooking	verb	memasak
dancing	verb	menari
playing badminton	verb	bermain badminton
reading	verb	membaca
cycling	verb	bersepeda
gardening	verb	berkebun
fishing	verb	memancing
playing football	verb	bermain sepak bola
painting	verb	melukis
tell	verb	menceritakan
together	adverb	bersama- sama
kind	noun	jenis
make	verb	membuat
delicious	adjective	enak/lezat
far	adjective	jauh
near	adjective	dekat
swimming pool	noun	kolam renang
join	verb	ikut/bergabung



## LISTENING SCRIPT

### **SCRIPT 1**

**UNIT 1; Task 3:** Listen to the instructions and choose the appropriate pictures.

1. Open your book, please.
2. Raise your hand, please.
3. Clean the board, please.
4. Open the door, please.
5. Close the window, please.

### **SCRIPT 2**

**UNIT 1; Task 4:** Listen to the instructions and do the actions.\*)

1. Put your bag on the table, please.
2. Take out your book, please.
3. Open your book on page ten, please.
4. Take out your pen, please.
5. Write your name on your book, please.

\*) The instructions can be modified by the teacher.

### **SCRIPT 3**

**UNIT 2; Task 3:** Listen the story and then arrange the jumbled pictures.

**Task 4:** Listen to the story again, and complete the story bellow by choosing the words in the box.

#### **THE VERY HUNGRY CATERPILLAR by Eric Carle**

In the light of the moon, a little egg lay on a leaf.

One Sunday morning a tiny and hungry caterpillar come out of the egg.

He started to look for some food.

On Monday he ate through one apple, but he was still hungry.

On Tuesday he ate through two pears, but he was still hungry.

On Wednesday he ate through three plums, but he was still hungry.

On Thursday he ate through four strawberries, but he was still hungry.

On Friday he ate through five oranges, but he was still hungry.



On Saturday he ate through:

A cake

An ice cream

A hot dog

A lollipop

Chocolate

Pizza

That night he had a stomach ache.

The next day was Sunday again. The caterpillar ate through a nice green leaf.

And after that day he felt a bit better.

Now he wasn't hungry any more

And he wasn't a little caterpillar any more; he was a big - fat - caterpillar.

He built a small house, called cocoon, around himself.

He stayed inside for more than two weeks.

Then he nibbled a hole in the cocoon, then he pushed his way out and ...

He was a beautiful butterfly.

#### **SCRIPT 4**

**UNIT 3; Task 3: Listen the story and then arrange the pictures.**

**Task 4: Listen to the story again, and identify the sentences by choosing "True" or "False".**

**Task 5: Listen to the story again, and then answer the questions.**

Rita was reading a newspaper when Doni came to her. He asked whether she likes reading or not. Rita said that she likes reading very much. Reading is her hobby. She usually reads story books, magazine, newspaper, and comics in her spare time. She usually borrows books from the school library.

Rita also asked Doni whether he liked reading or not. Doni said that he didn't like reading.

Doni told Rita about his hobby. His hobby is playing football. He usually plays football with his friends, Bagas, Ali, Ikhsan, Rudi, and Candra. They usually play football in the afternoon.



## Daftar Gambar

Sampul = blogs.funiber.org

### A. Unit 1

Gambar	Sumber
1.1	Iskandar & Sukini (2008:68)
1.2	Iskandar & Sukini (2008:68)
1.3	Molinski, Steven J & Bill Bliss (1994:15)
1.4	<a href="http://www.cindymctechtools.edublogs.org">http://www.cindymctechtools.edublogs.org</a>
1.5	Molinski, Steven J & Bill Bliss (1994:15)
1.6	Molinski, Steven J & Bill Bliss (1994:15)
1.7	Molinski, Steven J & Bill Bliss (1994:15)
1.8	Molinski, Steven J & Bill Bliss (1994:15)
1.9	<a href="http://www.foodclipart.com">http://www.foodclipart.com</a>
1.10	<a href="http://www.relevantchildrensministry.blogspot.com">http://www.relevantchildrensministry.blogspot.com</a>
1.11	<a href="http://www.clipart.com">http://www.clipart.com</a>
1.12	<a href="http://www.mes-english.com/">www.mes-english.com/</a>
1.13	<a href="http://www.clker.cm">http://www.clker.cm</a>
1.14	<a href="http://www.bhg.com/decorating/paint/room/how-to-paint-a-door/">http://www.bhg.com/decorating/paint/room/how-to-paint-a-door/</a>
1.15	<a href="http://www.all-free-download.com">http://www.all-free-download.com</a>
1.16	<a href="http://www.school-clipart.com">http://www.school-clipart.com</a>
1.17	<a href="http://www.dewawisana.blogspot.com">http://www.dewawisana.blogspot.com</a>
1.18	<a href="http://www.clipartguide.com">http://www.clipartguide.com</a>
1.19	<a href="http://www.clker.com">http://www.clker.com</a>
1.20	<a href="http://www.clker.com">http://www.clker.com</a>
1.21	<a href="http://www.aprilpanjaitan.wordpress.com">http://www.aprilpanjaitan.wordpress.com</a>
1.22	<a href="http://www.romellebroas.blogspot.com">http://www.romellebroas.blogspot.com</a>
1.23	Samidi & Tri Puspitasari (2009:9)
1.24	<a href="http://www.romellebroas.blogspot.com">http://www.romellebroas.blogspot.com</a>
1.25	<a href="http://www.clipartguide.com">http://www.clipartguide.com</a>
1.26	<a href="http://www.dewawisana.blogspot.com">http://www.dewawisana.blogspot.com</a>
1.27	<a href="http://www.twhittenburg1.wordpress.com">http://www.twhittenburg1.wordpress.com</a>
1.28	<a href="http://www.school-clipart.com">http://www.school-clipart.com</a>
1.29	<a href="http://www.clker.com">http://www.clker.com</a>
1.30	<a href="http://www.romellebroas.blogspot.com">http://www.romellebroas.blogspot.com</a>
1.31	<a href="http://www.aprilpanjaitan.wordpress.com">http://www.aprilpanjaitan.wordpress.com</a>
1.32	<a href="http://www.clker.com">http://www.clker.com</a>
1.33	<a href="http://www.clker.com">http://www.clker.com</a>
1.34	<a href="http://www.aprilpanjaitan.wordpress.com">http://www.aprilpanjaitan.wordpress.com</a>
1.35	<a href="http://www.clker.com">http://www.clker.com</a>
1.36	<a href="http://www.romellebroas.blogspot.com">http://www.romellebroas.blogspot.com</a>
1.37	<a href="http://www.clipartguide.com">http://www.clipartguide.com</a>
1.38	<a href="http://www.clker.com">http://www.clker.com</a>
1.39	<a href="http://www.123rf.com">http://www.123rf.com</a>
1.40	<a href="http://www.clipart.com">http://www.clipart.com</a>



1.41	<a href="http://www.bracisim.blogspot.com">http://www.bracisim.blogspot.com</a>
1.42	<a href="http://www.dir.nvtech.com">http://www.dir.nvtech.com</a>
1.43	<a href="http://www.hasslefreeclipart.com">http://www.hasslefreeclipart.com</a>
1.44	<a href="http://www.eslkidstuff.com">http://www.eslkidstuff.com</a>
1.45	<a href="http://www.englishexercises.org">http://www.englishexercises.org</a>
1.46	<a href="http://www.eurban033.wordpress.com">http://www.eurban033.wordpress.com</a>

## B. Unit 2

Gambar	Sumber
2.1	<a href="http://www.foodclipart.com">http://www.foodclipart.com</a>
2.2	<a href="http://www.teachervision.fen.com/childrens-book/resource/61551.html">http://www.teachervision.fen.com/childrens-book/resource/61551.html</a>
2.3	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.4	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.5	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.6	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.7	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.8	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.9	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.10	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.11	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.12	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.13	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.14	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.15	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.16	<a href="http://www.englishexercises.org">http://www.englishexercises.org</a>
2.17	<a href="http://www.answers.com">http://www.answers.com</a>
2.18	<a href="http://www.clipsahoy.com">http://www.clipsahoy.com</a>
2.19	<a href="http://www.englishexercises.org">www.englishexercises.org</a>
2.20	<a href="http://www.clker.com">http://www.clker.com</a>
2.21	<a href="http://www.clipartguide.com">http://www.clipartguide.com</a>
2.22	<a href="http://www.123rf.com">http://www.123rf.com</a>
2.23	<a href="http://www.Shutterstock.com">http://www.Shutterstock.com</a>
2.24	<a href="http://www.kids-pages.com">http://www.kids-pages.com</a>
2.25	<a href="http://www.istockphoto.com">http://www.istockphoto.com</a>
2.26	<a href="http://www.varner.typepad.com">http://www.varner.typepad.com</a>
2.27	<a href="http://www.acclaimclipart.com">http://www.acclaimclipart.com</a>
2.28	<a href="http://www.international.stockfood.com">http://www.international.stockfood.com</a>
2.29	<a href="http://www.clker.com">http://www.clker.com</a>
2.30	Warsidi, Edi dan Farika (2009:25)
2.31	<a href="http://www.clipart.com">http://www.clipart.com</a>
2.32	<a href="http://www.istockphoto.com">http://www.istockphoto.com</a>
2.33	<a href="http://www.clker.com">http://www.clker.com</a>
2.34	<a href="http://www.teachervision.fen.com/childrens">http://www.teachervision.fen.com/childrens</a>
2.35	<a href="http://www.clipartguide.com">http://www.clipartguide.com</a>
2.36	<a href="http://www.kids-pages.com">http://www.kids-pages.com</a>
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2.38	<a href="http://www.englishexercises.org">http://www.englishexercises.org</a>
2.39	<a href="http://www.englishexercises.org">http://www.englishexercises.org</a>
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2.50	<a href="http://www.englishexercises.org">http://www.englishexercises.org</a>
2.51	<a href="http://www.istockphoto.com">http://www.istockphoto.com</a>
2.52	<a href="http://www.clker.com">http://www.clker.com</a>
2.53	<a href="http://www.englishexercises.org">http://www.englishexercises.org</a>
2.54	<a href="http://www.kids-pages.com">http://www.kids-pages.com</a>
2.55	<a href="http://www.123rf.com">http://www.123rf.com</a>
2.56	<a href="http://www.clipartguide.com">http://www.clipartguide.com</a>

### C. Unit 3

Gambar	Sumber
3.1	Lestari, Septi & Retno Winarni (2009:59)
3.2	<a href="http://www.dir.coolclips.com">http://www.dir.coolclips.com</a>
3.3	<a href="http://www.picturesof.net">http://www.picturesof.net</a>
3.4	<a href="http://www.clipartheaven.com">http://www.clipartheaven.com</a>
3.5	<a href="http://www.94th.co.uk">http://www.94th.co.uk</a>
3.6	<a href="http://www.bomliriba.blogspot.com">http://www.bomliriba.blogspot.com</a>
3.7	<a href="http://www.clipartpal.com">http://www.clipartpal.com</a>
3.8	<a href="http://www.picgifs.com">http://www.picgifs.com</a>
3.9	<a href="http://www.andreadams.com">http://www.andreadams.com</a>
3.10	<a href="http://www.123rf.com">http://www.123rf.com</a>
3.11	<a href="http://www.imageenvision.com">http://www.imageenvision.com</a>
3.12	<a href="http://www.istockphoto.com">http://www.istockphoto.com</a>
3.13	<a href="http://www.mychinaconnection.com">http://www.mychinaconnection.com</a>
3.14	<a href="http://www.zimbio.com">http://www.zimbio.com</a>
3.15	<a href="http://www.biblepicturegallery.com">http://www.biblepicturegallery.com</a>
3.16	<a href="http://www.clipartpal.com">http://www.clipartpal.com</a>
3.17	<a href="http://www.arthursclipart.org">http://www.arthursclipart.org</a>
3.18	<a href="http://www.arthursclipart.org">http://www.arthursclipart.org</a>
3.19	<a href="http://www.clipartpal.com">http://www.clipartpal.com</a>
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- [www.maristes.org](http://www.maristes.org)
- [thefunctionaltext.blogspot.com](http://thefunctionaltext.blogspot.com)



**KUESIONER IMPLEMENTASI UNIT 1****KELAS VI SD N Paliyan IV**

Nama : .....

Pilihlah jawaban dengan menggunakan tanda centang (✓) pada salah satu kolom yang sesuai dengan pendapat Anda.

Keterangan:

- |   |                 |   |                       |
|---|-----------------|---|-----------------------|
| 1 | : sangat setuju | 3 | : tidak setuju        |
| 2 | : setuju        | 4 | : sangat tidak setuju |

**a. Task 1**

No	Pernyataan	1	2	3	4
1	<i>Task 1</i> memberikan gambaran tentang topik yang akan dibahas pada unit 1.				
2	Input (dialog bergambar) pada <i>Task 1</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 1</i> menarik.				
4	Aku bisa mengerjakan <i>Task 1</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 1</i> .				
	Guru memberikan perintah dan penjelasan secara jelas.				

**b. Task 2**

No	Pernyataan	1	2	3	4
1	<i>Task 2</i> dapat membantu meningkatkan kemampuanku dalam mendengarkan dan membaca.				
2	Input (teks dialog dan gambar) pada <i>Task 2</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 2</i> menarik.				
4	Aku bisa mengerjakan <i>Task 2</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 2</i> .				
6	Guru membacakan dialog dan memberikan penjelasan secara jelas.				

**c. Task 3**

No	Pernyataan	1	2	3	4
1	<i>Task 3</i> membantuku untuk memahami penggunaan instruksi dan meningkatkan kemampuanku dalam mendengarkan.				
2	Input (penjelasan dan gambar- gambar) pada <i>Task 3</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 3</i> menarik.				
4	Aku bisa mengerjakan <i>Task 3</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 3</i> .				
	Guru memberikan perintah dan penjelasan secara jelas.				

**d. Task 4**

No	Pernyataan	1	2	3	4
1	<i>Task 4</i> dapat membantu meningkatkan kemampuanku dalam mendengarkan.				
2	Input (dialog bergambar) pada <i>Task 4</i> menarik dan mudah dipahami.				
3	Rangkaian kegiatan pada <i>Task 4</i> menarik.				
4	Aku bisa mengerjakan <i>Task 4</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 4</i> .				
6	a. Guru memberikan perintah dan penjelasan secara jelas. b. Guru membantu siswa saat mengalami kesulitan.				

**e. Task 5**

No	Pernyataan	1	2	3	4
1	<i>Task 5</i> dapat meningkatkan kemampuanku dalam mendengarkan.				
2	Input (instruksi- instruksi lisan) dalam <i>Task 5</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 5</i> menarik.				
4	Aku bisa mengerjakan <i>Task 5</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 5</i> .				
6	a. Guru memberikan perintah dan penjelasan secara jelas. b. Guru membantu siswa saat mengalami kesulitan.				

**f. Task 6**

No	Pernyataan	1	2	3	4
1	<i>Task 6</i> dapat meningkatkan pengetahuan kosakataku.				
2	Input ( kosakata bergambar) pada <i>Task 6</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 6</i> menarik.				
4	Aku bisa mengerjakan <i>Task 6</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 6</i> .				
6	a. Guru memberikan perintah dan penjelasan secara jelas. b. Guru membantu siswa saat mengalami kesulitan.				

**g. Task 7**

No	Pernyataan	1	2	3	4
1	<i>Task 7</i> dapat meningkatkan kemampuanku dalam berbicara.				
2	Input ( instruksi- instruksi lisan) dalam <i>Task 7</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 7</i> menarik.				
4	Aku bisa mengerjakan <i>Task 7</i> secara berpasangan.				
5	Aku aktif dalam mengerjakan <i>Task 7</i> .				
6	a. Guru memberikan perintah dan penjelasan secara jelas. b. Guru memantau dan membantu siswa saat mengalami kesulitan.				

**h. Task 8**

No	Pernyataan	1	2	3	4
1	<i>Task 8</i> bisa meningkatkan kemampuanku dalam berbicara dan menulis.				
2	Input ( penjelasan dan dialog bergambar) dalam <i>Task 8</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 8</i> menarik.				
4	Aku bisa mengerjakan <i>Task 8</i> secara berpasangan.				
5	Aku aktif dalam mengerjakan <i>Task 8</i> .				
	a. Guru memberikan perintah dan penjelasan secara jelas. b. Guru memantau dan membantu siswa saat mengalami kesulitan.				

**i. Task 9**

No	Pernyataan	1	2	3	4
1	<i>Task 9</i> membantu meningkatkan kemampuanku dalam berbicara.				
2	Input (gambar- gambar) pada <i>Task 9</i> bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 9</i> menarik.				
4	Aku bisa mengerjakan <i>Task 9</i> secara berpasangan.				
5	Aku aktif dalam mengerjakan <i>Task 9</i>				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru memantau dan membantu siswa saat mengalami kesulitan.				

**j. Task 10**

No	Pernyataan	1	2	3	4
1	<i>Task10</i> dapat meningkatkan kemampuanku dalam berbicara.				
2	Input (dialog dan gambar) pada <i>Task 10</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan dalam <i>Task 10</i> menarik.				
4	Aku bisa mengerjakan <i>Task 10</i> secara berpasangan.				
5	Aku aktif dalam mengerjakan <i>Task 10</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**k. Task 11**

No	Pernyataan	1	2	3	4
1	<i>Task 11</i> dapat membantuku dalam memahami penggunaan ungkapan untuk menanyakan dan menyatakan jumlah.				
2	Input (penjelasan) dalam <i>Task 11</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan dalam <i>Task 11</i> menarik.				
4	Aku bisa mengerjakan <i>Task 11</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 11</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**l. Task 12**

No	Pernyataan	1	2	3	4
1	<i>Task 12</i> dapat meningkatkan kemampuanku dalam berbicara ( <i>speaking</i> ).				
2	Input (teks dialog dan gambar- gambar) dalam <i>Task 12</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan dalam <i>Task 12</i> menarik.				
4	Aku bisa mengerjakan <i>Task 12</i> bersama- sama dengan teman sekelas.				
5	Aku aktif dalam mengerjakan <i>Taks 12</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**m. Task 13**

No	Pernyataan	1	2	3	4
1	<i>Task 13</i> dapat membantu meningkatkan kemampuanku dalam berbicara.				
2	Input (dialog bergambar dan gambar- gambar) pada <i>Task 13</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan dalam <i>Task 13</i> menarik.				
4	Aku bisa mengerjakan <i>Task 13</i>				
5	Aku aktif dalam mengerjakan <i>Tak 13</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**n. Task 14**

No	Pernyataan	1	2	3	4
1	<i>Task 14</i> dapat meningkatkan kemampuanku dalam membaca.				
2	Input (teks deskriptif bergambar) pada <i>Task 14</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan dalam <i>Task 14</i> menarik.				
4	Aku bisa mengerjakan <i>Task 14</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 14</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**o. Task 15**

No	Pernyataan	1	2	3	4
1	<i>Task 15</i> dapat meningkatkan kemampuanku dalam membaca.				
2	Input (teks deskriptif bergambar) dalam <i>Task 15</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan dalam <i>Task 15</i> menarik.				
4	Aku bisa mengerjakan <i>Task 15</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 15</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**p. Task 16**

No	Pernyataan	1	2	3	4
1	<i>Task 16</i> dapat membantuku dalam memahami kalimat- kalimat peringatan ( <i>notices</i> )				
2	Input (pertanyaan- pertanyaan) dalam <i>Task 16</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan dalam <i>Task 16</i> menarik.				
4	Aku bisa mengerjakan <i>Task 16 secara</i>				
5	Aku aktif dalam mengerjakan <i>Task 16</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**q. Task 17**

No	Pernyataan	1	2	3	4
1	<i>Task 17</i> dapat meningkatkan kemampuanku dalam menulis.				
2	Input (kalimat- kalimat) dalam <i>Task 17</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan dalam <i>Task 17</i> menarik.				
4	Aku bisa mengerjakan <i>Task 17</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 17</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				



**r. Task 18**

No	Pernyataan	1	2	3	4
1	<i>Task 18</i> membantu meningkatkan kemampuanku dalam menulis.				
2	Input (kalimat- kalimat) pada <i>Task 18</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 18</i> menarik.				
4	Aku bisa mengerjakan <i>Task 18</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 18</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

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## KUESIONER IMPLEMENTASI UNIT 2

### KELAS VI SD N Paliyan IV

Nama : .....

Pilihlah jawaban dengan menggunakan tanda centang (✓) pada salah satu kolom yang sesuai dengan pendapat Anda.

Keterangan:

- |   |                 |   |                       |
|---|-----------------|---|-----------------------|
| 1 | : sangat setuju | 3 | : tidak setuju        |
| 2 | : setuju        | 4 | : sangat tidak setuju |

#### a. Task 1

No	Pernyataan	1	2	3	4
1	<i>Task 1</i> memberikanku gambaran tentang topik yang akan dibahas.				
2	Input (dialog bergambar) pada <i>Task 1</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 1</i> menarik.				
4	Aku bisa mengerjakan <i>Task 1</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 1</i> .				
6	Guru memberikan perintah dan penjelasan secara jelas.				

#### b. Task 2

No	Pernyataan	1	2	3	4
1	<i>Task 2</i> membantuku dalam menambah pengetahuan kosakata dan cara pengucapan yang benar.				
2	Input (kosakata dan gambar) pada <i>Task 2</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 2</i> menarik dan bisa dipahami.				
4	Aku bisa mengerjakan <i>Task 2</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 2</i> .				
6	a. Guru memberikan perintah dan penjelasan secara jelas. b. Guru membantu siswa saat mengalami kesulitan.				

**c. Task 3**

No	Pernyataan	1	2	3	4
1	<i>Task 3</i> dapat meningkatkan kemampuanku dalam mendengarkan.				
2	Input ( cerita lisan) dalam <i>Task 3</i> sudah menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 3</i> menarik.				
4	Aku bisa mengerjakan <i>Task</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 3</i> .				
6	a.Guru membacakan cerita secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**d. Task 4**

No	Pernyataan	1	2	3	4
1	<i>Task 4</i> dapat meningkatkan kemampuanku dalam mendengarkan.				
2	Input ( cerita lisan) dalam <i>Task 4</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 4</i> menarik.				
4	Aku bisa mengerjakan <i>Task 4</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 4</i> .				
6	a.Guru membacakan cerita secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**e. Task 5**

No	Pernyataan	1	2	3	4
1	<i>Task 5</i> dapat meningkatkan pengetahuan kosakataku.				
2	Input ( kosakata dan gambar) dalam <i>Task 5</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 5</i> menarik.				
4	Aku bisa mengerjakan <i>Task 5</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 5</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**f. Task 6**

No	Pernyataan	1	2	3	4
1	<i>Task 6</i> dapat membantu meningkatkan kemampuanku dalam berbicara.				
2	Input (dialog dan gambar) dalam <i>Task 6</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 6</i> menarik.				
4	Aku bisa mengerjakan <i>Task 6</i> secara berpasangan				
5	Aku aktif dalam mengerjakan <i>Task 6</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru memantau dan membantu siswa saat mengalami kesulitan.				

**g. Task 7**

No	Pernyataan	1	2	3	4
1	<i>Task 7</i> membantuku dalam memahami ungkapan- ungkapan untuk menyatakan suka dan tidak suka.				
2	Input (penjelasan) dalam <i>Task 7</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan dalam <i>Task 7</i> menarik.				
4	Aku bisa mengerjakan <i>Task 7</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 7</i> .				
6	Guru memberikan perintah dan penjelasan secara jelas.				

**h. Task 8**

No	Pernyataan	1	2	3	4
1	<i>Task 8</i> dapat meningkatkan kemampuanku dalam berbicara.				
2	Input (dialog dan gambar) dalam <i>Task 8</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 8</i> menarik.				
4	Aku bisa mengerjakan <i>Task 8</i> secara bersama-sama.				
5	Aku aktif dalam mengerjakan <i>Task 8</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru memantau dan membantu siswa saat mengalami kesulitan.				

**i. Task 9**

No	Pernyataan	1	2	3	4
1	<i>Task 9</i> dapat membantu meningkatkan kemampuanku dalam berbicara.				
2	Input (dialog dan gambar) dalam <i>Task 9</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 9</i> menarik.				
4	Aku bisa mengerjakan <i>Task 9</i> secara berpasangan.				
5	Aku aktif dalam mengerjakan <i>Task 9</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru memantau dan membantu siswa saat mengalami kesulitan.				

**j. Task 10**

No	Pernyataan	1	2	3	4
1	<i>Task 10</i> dapat meningkatkan kemampuanku dalam berbicara.				
2	Input (penjelasan dan dialog bergambar) dalam <i>Task 10</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 10</i> menarik.				
4	Aku bisa mengerjakan <i>Task 10</i> secara berpasangan.				
5	Aku aktif dalam mengerjakan <i>Task 10</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru memantau dan membantu siswa saat mengalami kesulitan.				

**k. Task 11**

No	Pernyataan	1	2	3	4
1	<i>Task 11</i> dapat meningkatkan kemampuanku dalam berbicara.				
2	Input (gambar- gambar) dalam <i>Task 11</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 11</i> menarik dan bisa dipahami.				
4	Aku bisa mengerjakan <i>Task 11</i> secara berpasangan				
5	Aku aktif dalam mengerjakan <i>Task 11</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru memantau dan membantu siswa saat mengalami kesulitan.				

**l. Task 12**

No	Pernyataan	1	2	3	4
1	<i>Task 12</i> membantu meningkatkan kemampuanku dalam membaca.				
2	Input (teks deskriptif bergambar) dalam <i>Task 12</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 12</i> menarik dan bisa dipahami.				
4	Aku bisa mengerjakan <i>Task 12</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 12</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**m. Task 13**

No	Pernyataan	1	2	3	4
1	<i>Task 13</i> dapat membantu meningkatkan kemampuanku dalam membaca.				
2	Input (kalimat- kalimat) pada <i>Task 13</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 13</i> menarik.				
4	Aku bisa mengerjakan <i>Task 13</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 13</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**n. Task 14**

No	Pernyataan	1	2	3	4
1	<i>Task 14</i> dapat membantu meningkatkan kemampuanku dalam membaca.				
2	Input (pertanyaan- pertanyaan) pada <i>Task 14</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 14</i> menarik.				
4	Aku bisa mengerjakan <i>Task 14</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 14</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**o. Task 15**

No	Pernyataan	1	2	3	4
1	<i>Task 15</i> dapat membantuku dalam memahami isi sebuah surat pribadi.				
2	Input (surat pribadi) pada <i>Task 15</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 15</i> menarik.				
4	Aku bisa mengerjakan <i>Task 15</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 15</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**p. Task 16**

No	Pernyataan	1	2	3	4
1	<i>Task 16</i> dapat membantuku dalam memahami bagian- bagian surat pribadi.				
2	Input (surat pribadi) dalam <i>Task 16</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 16</i> menarik.				
4	Aku bisa mengerjakan <i>Task 16</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 16</i> .				
6	Guru memberikan perintah dan penjelasan secara jelas.				

**q. Task 17**

No	Pernyataan	1	2	3	4
1	<i>Task 17</i> membantuku meningkatkan kemampuanku dalam menulis.				
2	Input (surat pribadi) dalam <i>Task 17</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada dalam <i>Task 17</i> menarik.				
4	Aku bisa mengerjakan <i>Task 17</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 17</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**r. Task 18**

No	Pernyataan	1	2	3	4
1	<i>Task 18</i> dapat membantu meningkatkan kemampuanku dalam menulis.				
2	Input (bagian- bagian surat) dalam <i>Task 18</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 18</i> menarik.				
4	Aku bisa mengerjakan <i>Task 18</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 18</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru memantau dan membantu siswa saat mengalami kesulitan.				

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### KUESIONER IMPLEMENTASI UNIT 3

#### KELAS VI SD N Paliyan IV

Nama : .....

Pilihlah jawaban dengan menggunakan tanda centang (✓) pada salah satu kolom yang sesuai dengan pendapat Anda.

Keterangan:

- |   |                 |   |                       |
|---|-----------------|---|-----------------------|
| 1 | : sangat setuju | 3 | : tidak setuju        |
| 2 | : setuju        | 4 | : sangat tidak setuju |

#### a. Task 1

No	Pernyataan	1	2	3	4
1	<i>Task 1</i> dapat memberikan gambaran tentang topik yang akan dibahas pada unit 3.				
2	Input (dialog bergambar) pada <i>Task 1</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task1</i> menarik.				
4	Aku bisa mengerjakan <i>Task 1</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 1</i> .				
6	Guru memberikan perintah dan penjelasan secara jelas.				

#### b. Task 2

No	Pernyataan	1	2	3	4
1	<i>Task 2</i> dapat membantu meningkatkan pengetahuan kosakataku.				
2	Input (kosakata dan gambar) pada <i>Task 2</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 2</i> menarik.				
4	Aku bisa mengerjakan <i>Task 2</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 2</i> .				
6	a. Guru memberikan perintah dan penjelasan secara jelas. b. Guru memantau dan membantu siswa saat mengalami kesulitan.				

**c. Task 3**

No	Pernyataan	1	2	3	4
1	<i>Task 3</i> dapat membantu meningkatkan kemampuanku dalam mendengarkan.				
2	Input (cerita lisan dan gambar) pada <i>Task 3</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 3</i> menarik.				
4	Aku bisa mengerjakan <i>Task 3</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 3</i> .				
6	Guru membacakan cerita secara jelas.				

**d. Task 4**

No	Pernyataan	1	2	3	4
1	<i>Task 4</i> dapat membantu meningkatkan kemampuanku dalam mendengarkan.				
2	Input (kalimat- kalimat) pada <i>Task 4</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 4</i> menarik.				
4	Aku bisa mengerjakan <i>Task 4</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 4</i> .				
6	a. Guru membacakan cerita secara jelas. b. Guru membantu siswa saat mengalami kesulitan.				

**e. Task 5**

No	Pernyataan	1	2	3	4
1	<i>Task 5</i> dapat membantu meningkatkan kemampuanku dalam mendengarkan.				
2	Input (pertanyaan- pertanyaan) pada <i>Task 5</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 5</i> menarik.				
4	Aku bisa mengerjakan <i>Task 5</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 5</i> .				
6	a. Guru membacakan cerita secara jelas. b. Guru memantau dan membantu siswa saat mengalami kesulitan.				

**f. Task 6**

No	Pernyataan	1	2	3	4
1	<i>Task 6</i> dapat membantu meningkatkan kemampuanku dalam berbicara.				
2	Input (dialog dan gambar) pada <i>Task 6</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 6</i> menarik.				
4	Aku bisa mengerjakan <i>Task 6</i> secara berpasangan.				
5	Aku aktif dalam mengerjakan <i>Task 6</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru memantau dan membantu siswa saat mengalami kesulitan.				

**g. Task 7**

No	Pernyataan	1	2	3	4
1	<i>Task</i> dapat membantu meningkatkan kemampuanku dalam berbicara.				
2	Input (dialog bergambar) pada <i>Task 7</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 7</i> menarik.				
4	Aku bisa mengerjakan <i>Task 7</i> secara bersama- sama.				
5	Aku aktif dalam mengerjakan <i>Task 7</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru memantau dan membantu siswa saat mengalami kesulitan.				

**h. Task 8**

No	Pernyataan	1	2	3	4
1	<i>Task 8</i> dapat membantu meningkatkan kemampuanku dalam berbicara.				
2	Input (kalimat- kalimat dan gambar) pada <i>Task 8</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 8</i> menarik.				
4	Aku bisa mengerjakan <i>Task 8</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 8</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru memantau dan membantu siswa saat mengalami kesulitan.				

**i. Task 9**

No	Pernyataan	1	2	3	4
1	<i>Task 9</i> dapat membantu meningkatkan kemampuanku dalam membaca.				
2	Input (surat) pada <i>Task 9</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 9</i> menarik.				
4	Aku bisa mengerjakan <i>Task 9</i> secara bersama- sama.				
5	Aku aktif dalam mengerjakan <i>Task 9</i> .				
6	a.Guru memberikan contoh membaca secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**j. Task 10**

No	Pernyataan	1	2	3	4
1	<i>Task 10</i> dapat membantu meningkatkan kemampuanku dalam membaca.				
2	Input (kalimat- kalimat) pada <i>Task 10</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 10</i> menarik.				
4	Aku bisa mengerjakan <i>Task 10</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 10</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru memantau dan membantu siswa saat mengalami kesulitan.				

**k. Task 11**

No	Pernyataan	1	2	3	4
1	<i>Task 11</i> dapat membantu meningkatkan kemampuanku dalam membaca.				
2	Input (pertanyaan- pertanyaan) pada <i>Task 11</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 11</i> menarik.				
4	Aku bisa mengerjakan <i>Task 11</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 11</i> .				
6	a.Guru memberikan perintah secara jelas. b.Guru memantau dan membantu siswa saat mengalami kesulitan.				

**l. Task 12**

No	Pernyataan	1	2	3	4
1	<i>Task 12</i> dapat membantu meningkatkan kemampuanku dalam membaca.				
2	Input (teks deskriptif bergambar) pada <i>Task 12</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 12</i> menarik.				
4	Aku bisa mengerjakan <i>Task 12</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 12</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**m. Task 13**

No	Pernyataan	1	2	3	4
1	<i>Task 13</i> dapat membantu meningkatkan kemampuanku dalam membaca.				
2	Input (teks deskriptif bergambar) pada <i>Task 13</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 13</i> menarik.				
4	Aku bisa mengerjakan <i>Task 13</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 13</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru membantu siswa saat mengalami kesulitan.				

**n. Task 14**

No	Pernyataan	1	2	3	4
1	<i>Task 14</i> dapat membantu meningkatkan kemampuanku dalam membaca.				
2	Input (pertanyaan- pertanyaan) pada <i>Task 14</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 14</i> menarik.				
4	Aku bisa mengerjakan <i>Task 14</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 14</i> .				
6	a.Guru memberikan perintah secara jelas. b.Guru memantau dan membantu siswa saat mengalami kesulitan.				

**o. Task 15**

No	Pernyataan	1	2	3	4
1	<i>Task 15</i> dapat membantuku dalam memahami isi sebuah pesan singkat.				
2	Input (pesan singkat) pada <i>Task 15</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 15</i> menarik.				
4	Aku bisa mengerjakan <i>Task 15</i> secara.				
5	Aku aktif dalam mengerjakan <i>Task 15</i> .				
6	a. Guru memberikan perintah dan penjelasan secara jelas. b. Guru membantu siswa saat mengalami kesulitan.				

**p. Task 16**

No	Pernyataan	1	2	3	4
1	<i>Task 16</i> dapat membantuku dalam memahami bagian- bagian dan cara menulis pesan singkat.				
2	Input (penjelasan) pada <i>Task 16</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 16</i> menarik.				
4	Aku bisa mengerjakan <i>Task 16</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 16</i> .				
6	a. Guru memberikan penjelasan secara jelas. b. Guru memantau dan membantu siswa saat mengalami kesulitan.				

**q. Task 17**

No	Pernyataan	1	2	3	4
1	<i>Task 17</i> dapat membantu meningkatkan kemampuanku dalam menulis.				
2	Input (kalimat- kalimat) pada <i>Task 17</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 17</i> menarik.				
4	Aku bisa mengerjakan <i>Task 17</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 17</i> .				
6	a. Guru memberikan perintah dan penjelasan secara jelas. b. Guru memantau dan membantu siswa saat mengalami kesulitan.				

**r. Task 18**

No	Pernyataan	1	2	3	4
1	<i>Task 18</i> dapat membantu meningkatkan kemampuanku dalam menulis.				
2	Input (kalimat- kalimat) pada <i>Task 18</i> menarik dan bisa dipahami.				
3	Rangkaian kegiatan pada <i>Task 18</i> menarik.				
4	Aku bisa mengerjakan <i>Task 18</i> secara mandiri.				
5	Aku aktif dalam mengerjakan <i>Task 18</i> .				
6	a.Guru memberikan perintah dan penjelasan secara jelas. b.Guru memantau dan membantu siswa saat mengalami kesulitan.				

--Terimakasih





## EVALUATION QUESTIONNAIRE RESULTS OF UNIT 1

### Task 1

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 1 could help the students to think about the topic that would be learnt.	15	14	2	0	3.42	Agree
2	The input of Task 1 (the pictured dialog) was interesting and comprehensible.	17	12	2	0	3.48	Agree
3	The activities in Task 1 were interesting.	14	15	2	0	3.39	Agree
4	The students could do Task 1 individually.	9	18	4	0	3.16	Agree
5	The students were actively involved to do the activities in Task 1.	14	17	0	0	3.45	Agree
6	The teacher played roles which could help the students to accomplish Task 1.	8	23	0	0	3.26	Agree

### Task 2

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 2 could help the students to improve their listening and reading skills.	21	10	0	0	3.68	Strongly Agree
2	The input of Task 2 (the dialog and the picture) was interesting and comprehensible.	20	8	3	0	3.55	Strongly Agree
3	The activities in Task 2 were interesting.	17	12	2	0	3.48	Agree
4	The students could do Task 2 individually.	14	17	0	0	3.45	Agree
5	The students were actively involved in doing Task 2.	17	10	2	2	3.35	Agree
6	The teacher played roles which could help the students to accomplish task 2.	15	16	0	0	3.48	Agree

### Task 3

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 3 could help me to understand about the use of instructions. It also could help the students to improve their listening skills.	23	6	2	0	3.68	Strongly agree

2	The input of Task 3 (the explanation and the picture) was interesting and comprehensible.	9	22	0	0	3.29	Agree
3	The activities in Task 3 were interesting.	13	16	2	0	3.35	Agree
4	The students could do Task 3 individually.	13	17	1	0	3.39	Agree
5	The students were actively involved in doing Task 3.	12	17	2	0	3.32	Agree
6	The teacher played roles which could help the students to accomplish Task 3.	11	19	1	0	3.32	Agree

#### Task 4

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 4 could help the students to improve their listening skills.	10	19	2	0	3.26	Agree
2	The input of Task 4 (the instructions) was interesting and comprehensible.	17	11	3	0	3.45	Agree
3	The activities in Task 4 were interesting.	12	17	2	0	3.32	Agree
4	The students could do Task 4 individually.	11	19	1	0	3.32	Agree
5	The students were actively involved in doing Task 4.	17	14	0	0	3.55	Strongly Agree
6	The teacher played roles which could help the students to accomplish Task 4.	16	13	2	0	3.45	Agree

#### Task 5

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 5 could help the students to improve their listening skills.	14	17	0	0	3.45	Agree
2	The input of Task 5 (the instructions) was interesting and comprehensible.	11	18	2	0	3.29	Agree
3	The activities in Task 5 were interesting.	19	11	1	0	3.58	Strongly Agree
4	The students could do Task 5 in whole class.	10	21	0	0	3.32	Agree
5	The students were actively involved in doing Task 5.	16	15	0	0	3.52	Agree
6	The teacher played roles which could help the students to accomplish Task 5.	17	14	0	0	3.55	Strongly Agree

### Task 6

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 6 could improve students' vocabulary mastery and pronunciation.	14	17	0	0	3.45	Agree
2	The input (pictured vocabulary) was interesting and comprehensible.	22	9	0	0	3.71	Strongly Agree
3	The activities in Task 6 were interesting.	10	21	0	0	3.32	Agree
4	The students could do Task 6 in whole class.	5	25	1	0	3.13	Agree
5	The students were actively involved in doing Task 6.	8	21	2	0	3.19	Agree
6	The teacher played roles which could help the students to accomplish task 6.	13	18	0	0	3.42	Agree

### Task 7

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 7 could help the students to improve their speaking skills.	20	8	3	0	3.55	Strongly Agree
2	The input of Task 7 was interesting and comprehensible.	11	17	3	0	3.26	Agree
3	The activities in Task 7 were interesting.	13	14	4	0	3.29	Agree
4	The students could do task 7 in pairs.	6	23	2	0	3.13	Agree
5	The learners were actively involved in doing task 7. They acted as active learners.	7	22	2	0	3.16	Agree
6	The teacher played roles which could help the students to accomplish Task 7.	16	15	0	0	3.52	Agree

### Task 8

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 8 could help the students to improve their speaking skills.	13	18	0	0	3.42	Agree
2	The input of Task 8 was interesting and comprehensible.	20	11	0	0	3.65	Strongly Agree
3	The activities in Task 8 were interesting.	12	19	0	0	3.39	Agree
4	The students could do Task 8 in the setting that had been determined (in	11	17	3	0	3.26	Agree

	pairs).						
5	The learner were actively involved in doing Task 8. They acted as active learners.	24	5	2	0	3.71	Strongly Agree
6	The teacher played roles which could help the students to accomplish Task 8. She acted as a facilitator and observer.	18	13	0	0	3.58	Agree

#### Task 9

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 9 could help the students to improve their speaking skills.	12	19	0	0	3.39	Agree
2	The input of Task 9 was interesting and comprehensible.	16	14	1	0	3.48	Agree
3	The activities in Task 9 were interesting.	12	16	3	0	3.29	Agree
4	The students could do Task 9 in pairs.	5	24	2	0	3.10	Agree
5	The learners were actively involved in doing Task 9. They acted as active learners.	16	13	2	0	3.45	Agree
6	The teacher played appropriate roles which could help the students to accomplish Task 9.	17	14	0	0	3.55	Strongly Agree

#### Task 10

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 10 could help the students to improve their speaking skills.	13	18	0	0	3.42	Agree
2	The input of Task 10 was interesting and comprehensible.	17	11	3	0	3.45	Agree
3	The activities in Task 10 were interesting.	12	19	0	0	3.39	Agree
4	The students could do Task 10 in pairs.	11	17	3	0	3.26	Agree
5	The students were actively involved in doing Task 10. They acted as active learners.	13	16	2	0	3.35	Agree
6	The teacher played roles which could help the students to accomplish Task 10.	16	14	1	0	3.48	Agree

### Task 11

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 11 could help the students to understand the expressions for asking and giving information about quantity.	16	12	2	1	3.39	Agree
2	The input of Task 11 (the explanation) was interesting and comprehensible.	11	18	2	0	3.29	Agree
3	The activities in Task 11 were interesting.	10	17	3	1	3.16	Agree
4	The students could do Task 11 individually.	14	11	4	2	3.19	Agree
5	The students were actively involved in doing Task 11.	13	17	1	0	3.39	Agree
6	The teacher played roles which could help the students to accomplish task 11.	18	11	2	0	3.52	Agree

### Task 12

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 12 could help the students to improve their speaking skills.	14	17	0	0	3.45	Agree
2	The input of Task 12 was interesting and comprehensible.	10	19	2	0	3.26	Agree
3	The activities in Task 12 were interesting.	17	13	1	0	3.52	Agree
4	The students could do Task 12 in whole class.	15	14	2	0	3.42	Agree
5	The students were actively involved in doing Task 12.	18	12	1	0	3.55	Strongly Agree
6	The teacher played roles which could help the students to accomplish Task 12.	14	16	1	0	3.42	Agree

### Task13

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 13 could help the students to improve their reading skills.	11	19	1	0	3.32	Agree
2	The input of Task 13 was interesting and comprehensible.	16	14	1	0	3.48	Agree
3	The activities in Task 13 were interesting.	13	18	0	0	3.42	Agree

4	The students could do task 13 in the setting that had been determined (individually).	13	17	1	0	3.39	Agree
5	The students were actively involved in doing task 13. They acted as active learners.	17	14	0	0	3.55	Strongly Agree
6	The teacher played roles which could help the students to accomplish Task 13.	16	14	1	0	3.48	Agree

#### Task 14

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 14 could help the students to improve their reading skills.	10	19	2	0	3.26	Agree
2	The input of Task 14 was interesting and comprehensible.	6	25	0	0	3.19	Agree
3	The activities in Task 14 were interesting.	18	11	2	0	3.52	Agree
4	The students could do Task 14 in the setting that had been determined (individually).	12	19	0	0	3.39	Agree
5	The students were actively involved in doing Task 14. They acted as active learners.	13	18	0	0	3.42	Agree
6	The teacher played roles which could help the students to accomplish Task 14.	11	19	1	0	3.32	Agree

#### Task 15

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 15 could help the students to improve their reading skills.	9	20	2	0	3.23	Agree
2	The input of Task 15 was interesting and comprehensible.	11	19	1	0	3.32	Agree
3	The activities in Task 15 were interesting.	14	15	2	0	3.39	Agree
4	The students could do Task 15 individually.	16	15	0	0	3.52	Agree
5	The students were actively involved in doing Task 15.	15	14	2	0	3.42	Agree
6	The teacher played roles which could help the students to accomplish Task 15.	11	17	3	0	3.26	Agree

### Task 16

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 16 could help the students to understand about notices and how to make it.	15	14	2	0	3.42	Agree
2	The input of Task 16 was interesting and comprehensible.	8	21	2	0	3.19	Agree
3	The activities in Task 16 were interesting.	18	12	1	0	3.55	Strongly Agree
4	The students could do Task 16 in the setting that had been determined (in pairs).	6	23	2	0	3.13	Agree
5	The students were actively involved in doing Task 16.	14	17	0	0	3.45	Agree
6	The teacher played a role which could help the students to accomplish Task 16.	16	15	0	0	3.52	Agree

### Task 17

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 17 could help the students to improve their writing skills.	21	9	1	0	3.65	Strongly Agree
2	The input of Task 17 was interesting and comprehensible.	16	15	0	0	3.52	Agree
3	The activities in task 17 were interesting.	18	10	3	0	3.48	Agree
4	The students could do Task 17 individually.	13	18	0	0	3.42	Agree
5	The students were actively involved in doing Task 17.	11	18	2	0	3.29	Agree
6	The teacher played roles which could help the students to accomplish Task 17.	14	17	0	0	3.45	Agree

### Task 18

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 18 could help the students to improve their writing skills.	11	19	1	0	3.32	Agree
2	The input of Task 18 was interesting and comprehensible.	14	17	0	0	3.45	Agree

3	The activities in Task 18 was interesting.	18	13	0	0	3.58	Agree
4	The students could do Task 18 individually.	8	21	2	0	3.19	Agree
5	The students were actively involved in doing Task 18. They acted as active learners.	16	12	3	0	3.42	Agree
6	The teacher played roles which could help the students to accomplish Task 18.	14	15	2	0	3.39	Agree



## EVALUATION QUESTIONNAIRE RESULTS OF UNIT 2

### Task 1

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 1 could help the students to think about the topic that would be learnt.	12	17	2	0	3.32	Agree
2	The input of Task 1 (the pictured dialog) was interesting and comprehensible.	15	14	2	0	3.42	Agree
3	The activities in Task 1 were interesting.	11	17	3	0	3.26	Agree
4	The students could do Task 1 in the setting that had been determined (individually).	9	20	2	0	3.23	Agree
5	The students were actively involved to do the activities in Task 1.	11	19	1	0	3.32	Agree
6	The teacher played roles that could help the students to do task 1.	13	17	1	0	3.39	Agree

### Task 2

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 2 could improve the students' vocabulary mastery.	10	21	0	0	3.32	Agree
2	The input of Task 2 (the pictures and the vocabulary) was interesting and comprehensible.	12	18	1	0	3.35	Agree
3	The activities in Task 2 were interesting.	10	17	4	0	3.19	Agree
4	The students could do Task 2 individually.	9	20	2	0	3.23	Agree
5	The students were actively involved in doing Task 2.	16	14	1	0	3.48	Agree
6	The teacher played a role that could help the students to do in Task 2.	14	15	2	0	3.39	Agree

### Task 3

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 3 could improve the students' listening skill.	9	21	1	0	3.26	Agree
2	The input of Task 3 (the story) was	13	18	0	0	3.42	Agree

	interesting and comprehensible.						
3	The activities in Task 3 were interesting.	16	15	0	0	3.52	Agree
4	The students could do Task 3 individually.	11	19	1	0	3.32	Agree
5	The students were actively involved to do the activities in Task 3.	9	21	1	0	3.26	Agree
6	The teacher played roles that could help the students to do Task 3.	14	17	0	0	3.45	Agree

#### Task 4

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 4 could improve the students' listening skill.	12	19	0	0	3.39	Agree
2	The input of Task 4 (the story) was interesting and comprehensible.	7	23	1	0	3.19	Agree
3	The activities in Task 4 were interesting.	14	17	0	0	3.45	Agree
4	The students could do Task 4 in the setting that had been determined (individually).	10	18	3	0	3.23	Agree
5	The students were actively involved in doing Task 4.	15	14	2	0	3.42	Agree
6	The teacher played roles that could help the students to accomplish Task 4.	11	18	2	0	3.29	Agree

#### Task 5

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 5 could improve the students' vocabulary mastery and pronunciation.	15	16	0	0	3.48	Agree
2	The input of Task 5 (pictures and vocabulary list) was interesting and comprehensible.	11	18	1	0	3.23	Agree
3	The activities in Task 5 were interesting.	13	17	1	0	3.39	Agree
4	The students could do Task 5 in the setting that had been determined (individually).	8	21	2	0	3.19	Agree
5	The students were actively involved to do the activities in Task 5.	16	13	2	0	3.45	Agree
6	The teacher played roles that could help the students to accomplish Task 5.	12	18	1	0	3.35	Agree

### Task 6

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 6 could improve the students' speaking skill.	12	19	0	0	3.39	Agree
2	The input of Task 6 (the dialog and picture) was interesting and comprehensible.	16	13	2	0	3.45	Agree
3	The procedure of Task 6 was interesting.	14	16	1	0	3.42	Agree
4	The setting of Task 6 in which the students did the task in pairs was appropriate.	21	9	1	0	3.65	Strongly Agree
5	The students were actively involved in doing Task 6.	10	19	2	0	3.26	Agree
6	The teacher played a role that could help the students in understanding the materials in Task 6.	11	19	1	0	3.32	Agree

### Task 7

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 7 could help the students to understand the use of the expressions like and dislike.	12	18	1	0	3.35	Agree
2	The input of Task 7 (the explanation) was interesting and comprehensible.	7	21	3	0	3.13	Agree
3	The activities in Task 7 were interesting.	11	19	1	0	3.32	Agree
4	The students could do Task 7 individually.	9	22	0	0	3.29	Agree
5	The students were actively involved to do the activities in Task 7.	16	13	2	0	3.45	Agree
6	The teacher played a role that could help the students to understand the materials in Task 7.	18	13	0	0	3.58	Strongly Agree

### Task 8

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 8 could help the students to improve their speaking skills.	15	14	2	0	3.42	Agree
2	The input of Task 8 (the dialog and the pictures) was interesting and	14	17	0	0	3.45	Agree

	comprehensible.						
3	The activities in Task 8 were interesting.	17	13	1	0	3.52	Agree
4	The students could do task 8 in whole class.	18	13	0	0	3.58	Strongly Agree
5	The students were actively involved in doing Task 8.	14	16	1	0	3.42	Agree
6	The teacher played a role that could help the students to do Task 8.	12	19	0	0	3.39	Agree

#### Task 9

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 9 could help the students to improve their speaking skills.	9	19	2	0	3.16	Agree
2	The input of Task 9 (the pictured dialog) was interesting and comprehensible.	13	17	1	0	3.39	Agree
3	The activities in Task 9 were interesting.	11	18	2	0	3.29	Agree
4	The students could do Task 9 in pairs.	17	14	0	0	3.55	Strongly Agree
5	The students were actively involved to do the activities in Task 9.	8	22	1	0	3.23	Agree
6	The teacher played roles that could help the students to accomplish Task 9.	11	19	1	0	3.32	Agree

#### Task 10

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 10 could help the students to improve their speaking skills.	11	18	2	0	3.29	Agree
2	The input of Task 10 was interesting and comprehensible.	15	16	0	0	3.48	Agree
3	The activities in Task 10 were interesting.	13	18	0	0	3.42	Agree
4	The students could do Task 10 in pairs.	6	24	1	0	3.16	Agree
5	The students were actively involved to do the activities in Task 10.	8	21	2	0	3.19	Agree
6	The teacher played roles that could help the students to accomplish Task 10.	13	17	1	0	3.39	Agree

### Task 11

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 11 could help the students to improve their speaking skills.	14	16	1	0	3.42	Agree
2	The input of Task 11 (the pictures) was interesting and comprehensible.	12	18	1	0	3.35	Agree
3	The activities in Task 11 were interesting.	9	22	0	0	3.29	Agree
4	The students could do task 11 in pairs.	11	19	1	0	3.32	Agree
5	The students were actively involved to do the activities in Task 11.	10	19	2	0	3.26	Agree
6	The teacher played roles that could help the students to accomplish Task 11.	14	17	0	0	3.45	Agree

### Task 12

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 12 could help the students to improve their reading skills.	16	14	1	0	3.48	Agree
2	The input of Task 12 (the pictured descriptive text and the pictures) was interesting and comprehensible.	13	18	0	0	3.42	Agree
3	The activities in Task 12 were interesting.	14	15	2	0	3.39	Agree
4	The students could do Task 12 individually.	9	20	2	0	3.23	Agree
5	The students were actively involved to do the activities in Task 12.	11	19	1	0	3.32	Agree
6	The teacher played roles that could help the students to accomplish Task 12.	12	18	1	0	3.35	Agree

### Task 13

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 13 could help the students to improve their reading skills.	12	19	0	0	3.39	Agree
2	The input of Task 13 (the statements) was interesting and comprehensible.	9	20	2	0	3.23	Agree
3	The activities in Task 13 were interesting.	7	23	1	0	3.19	Agree
4	The students could do task 13 individually.	12	19	0	0	3.39	Agree

5	The students were actively involved in doing Task 13.	11	19	1	0	3.32	Agree
6	The teacher played roles that could help the students to accomplish Task 13.	16	14	1	0	3.48	Agree

#### Task 14

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 14 could help the students to improve their reading skills.	16	14	1	0	3.48	Agree
2	The input of Task 14 was interesting and comprehensible.	10	19	2	0	3.26	Agree
3	The activities in Task 14 were interesting.	9	20	2	0	3.23	Agree
4	The students could do task 14 individually.	13	18	0	0	3.42	Agree
5	The students were actively involved in doing Task 14.	8	22	1	0	3.23	Agree
6	The teacher played roles that could help the students to accomplish Task 14.	11	19	1	0	3.32	Agree

#### Task 15

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 15 could help the students to understand about personal letters.	13	18	0	0	3.42	Agree
2	The input of Task 15 (the letter) was interesting and comprehensible.	17	12	2	0	3.48	Agree
3	The activities in Task 15 were interesting.	13	17	1	0	3.39	Agree
4	The students could do Task 15 individually.	9	19	3	0	3.19	Agree
5	The students were actively involved to do the activities in Task 15.	12	18	1	0	3.35	Agree
6	The teacher played roles that could help the students in doing Task 15.	16	15	0	0	3.52	Agree

#### Task 16

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 16 could help the students to understand about how to write a personal letter.	11	19	1	0	3.32	Agree
2	The input of Task 16 (the explanation)	13	17	1	0	3.39	Agree

	was interesting and comprehensible.						
3	The activities in Task 16 were interesting.	7	22	1	0	3.13	Agree
4	The students could do Task 16 individually.	18	13	0	0	3.58	Strongly Agree
5	The students were actively involved to do the activities in Task 16.	14	16	1	0	3.42	Agree
6	The teacher played roles that could help the students to accomplish Task 16.	10	19	2	0	3.26	Agree

#### Task 17

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 17 could help the students to improve their writing skills.	10	19	2	0	3.26	Agree
2	The input of Task 17 (the letter) was interesting and comprehensible.	11	18	2	0	3.29	Agree
3	The activities in Task 17 were interesting.	15	14	2	0	3.42	Agree
4	The students could do Task 17 individually.	12	19	0	0	3.39	Agree
5	The students were actively involved to do the activities in Task 17.	9	19	3	0	3.19	Agree
6	The teacher played roles that could help the students to accomplish Task 17.	18	12	1	0	3.55	Strongly Agree

#### Task 18

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 18 could help the students to improve their writing skills.	12	18	1	0	3.35	Agree
2	The input of Task 18 (the parts of a letter) was interesting and comprehensible.	10	19	2	0	3.26	Agree
3	The activities in Task 18 were interesting.	8	22	1	0	3.23	Agree
4	The students could do task 18 individually.	17	13	1	0	3.52	Agree
5	The students were actively involved to do the activities in Task 18.	12	19	0	0	3.39	Agree
6	The teacher played roles which could help the students in doing Task 18.	14	16	1	0	3.42	Agree

### EVALUATION QUESTIONNAIRE RESULTS OF UNIT 3

#### Task 1

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 1 could help the students to think about the topic that would be learnt.	13	16	0	0	3.45	Agree
2	The input of Task 1 (the pictured dialog) was interesting and comprehensible.	9	19	1	0	3.28	Agree
3	The activities in Task 1 were interesting.	12	17	0	0	3.41	Agree
4	The students could do Task 1 individually.	10	17	2	0	3.28	Agree
5	The students were actively involved in doing Task 1.	11	17	1	0	3.34	Agree
6	The teacher played a role which could help the students to accomplish Task 1.	14	15	0	0	3.48	Agree

#### Task 2

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 2 could help the students to improve their vocabulary mastery.	16	11	2	0	3.48	Agree
2	The input of Task 2 was interesting and comprehensible.	12	16	1	0	3.38	Agree
3	The activities in Task 2 were interesting.	12	17	0	0	3.41	Agree
4	The students could do Task 2 in the setting that had been determined (individually).	11	18	0	0	3.38	Agree
5	The students were actively involved in doing Task 2.	13	15	1	0	3.41	Agree
6	The teacher played a role which could help the students to accomplish Task 2.	9	18	2	0	3.24	Agree

#### Task 3

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 3 could help the students to improve their listening skills.	12	16	1	0	3.38	Agree
2	The input of Task 3 was interesting and comprehensible.	13	16	0	0	3.45	Agree



3	The activities in Task 3 were interesting.	17	11	1	0	3.55	Strongly Agree
4	The students could do Task 3 in the setting that had been determined (individually).	10	18	1	0	3.31	Agree
5	The students were actively involved in doing Task 3. They acted as active learners.	9	18	2	0	3.24	Agree
6	The teacher played a role which could help the students to accomplish Task 3.	14	13	2	0	3.41	Agree

#### Task 4

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 4 could help the students to improve their listening and reading skills.	13	15	1	0	3.41	Agree
2	The input of Task 4 was interesting and comprehensible.	9	18	2	0	3.24	Agree
3	The activities in Task 4 were interesting.	12	17	0	0	3.41	Agree
4	The students could do Task 4 in the setting that had been determined (individually).	10	19	0	0	3.34	Agree
5	The students were actively involved in doing Task 4. They acted as active learners.	13	16	0	0	3.45	Agree
6	The teacher played a role which could help the students to accomplish Task 4.	14	12	3	0	3.38	Agree

#### Task 5

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 5 could help the students to improve their listening skills.	11	18	0	0	3.38	Agree
2	The input of Task 5 was interesting and comprehensible.	10	17	2	0	3.28	Agree
3	The activities in Task 5 were interesting.	15	13	1	0	3.48	Agree
4	The students could do Task 5 in the setting that had been determined (individually).	13	15	1	0	3.41	Agree
5	The students were actively involved and it helped them in doing Task 5.	10	18	1	0	3.31	Agree

6	The teacher role could help the students in doing task 5.	12	16	0	0	3.34	Agree
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#### Task 6

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 6 could improve the students' speaking skill.	15	12	2	0	3.45	Agree
2	The inputs of Task 6 (the dialogue and picture) were interesting and comprehensible.	10	18	1	0	3.31	Agree
3	The procedure of Task 6 was interesting.	11	17	1	0	3.34	Agree
4	The students could do Task 6 in the setting that had been determined (in pairs).	14	15	0	0	3.48	Agree
5	The students roles (as active learners) could help them in doing Task 6.	12	16	1	0	3.38	Agree
6	The teacher role (as a facilitator) could help the students in understanding the materials in Task 6.	16	13	0	0	3.55	Strongly Agree

#### Task 7

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 7 could help the students to improve their speaking skill.	9	19	1	0	3.28	Agree
2	The input of Task 7 (the pictured dialog) was interesting and comprehensible.	15	13	1	0	3.48	Agree
3	The activities in Task 7 were interesting.	17	11	1	0	3.55	Strongly Agree
4	The setting of Task 7 in which the students did the task in a whole class was appropriate.	12	15	2	0	3.34	Agree
5	The students were actively involved in doing Task 7.	14	15	0	0	3.48	Agree
6	The teacher played a role that could help the students in accomplishing Task 7.	16	12	1	0	3.52	Agree

### Task 8

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 8 could help the students to improve their speaking skill.	15	13	1	0	3.48	Agree
2	The inputs of Task 8 (the picture and the sentences) were interesting and comprehensible.	11	17	1	0	3.34	Agree
3	The activities in Task 8 were interesting.	8	19	2	0	3.21	Agree
4	The students could do task 8 in the setting that had been determined (individually).	13	15	1	0	3.41	Agree
5	The students were actively involved in doing Task 8.	10	16	3	0	3.24	Agree
6	The teacher played a role that could help the students in doing the activity in Task 8.	11	18	0	0	3.38	Agree

### Task 9

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 9 could help the students to improve their reading skill.	9	19	1	0	3.28	Agree
2	The input of Task 9 (the personal letter) was interesting and comprehensible.	10	18	1	0	3.31	Agree
3	The activities of Task 9 were interesting.	14	15	0	0	3.48	Agree
4	The students could do task 9 in the setting that had been determined (in whole class and individually).	8	19	2	0	3.21	Agree
5	The students were actively involved in doing Task 9.	12	16	1	0	3.38	Agree
6	The teacher played a role that could help the students to doing Task 9.	11	17	1	0	3.34	Agree

### Task 10

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 10 could help the students to improve their reading skill.	12	17	0	0	3.41	Agree
2	The inputs of Task 10 (the sentences) were interesting and comprehensible.	14	15	0	0	3.48	Agree

3	The activities in Task 10 were interesting.	10	17	2	0	3.28	Agree
4	The students could do Task 10 in the setting that had been determined (individually).	15	12	2	0	3.45	Agree
5	The students were actively involved in doing Task 10.	9	19	1	0	3.28	Agree
6	The teacher played a role that could help the students in understanding the materials in Task 10.	11	16	2	0	3.31	Agree

#### Task 11

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 11 could help the students to improve their reading skills.	11	18	0	0	3.38	Agree
2	The input of Task 11 was interesting and comprehensible.	10	17	2	0	3.28	Agree
3	The activities in Task 11 were interesting.	7	21	1	0	3.21	Agree
4	The students could do task 11 in the setting that had been determined (individually).	15	14	0	0	3.52	Agree
5	The students were actively involved in doing Task 11.	12	16	1	0	3.38	Agree
6	The teacher played a role that could help the students in doing Task 11.	10	19	0	0	3.34	Agree

#### Task 12

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 12 could help the students to improve their reading skills.	14	13	2	0	3.41	Agree
2	The input of Task 12 (the pictured descriptive text) was interesting and comprehensible.	16	13	0	0	3.55	Strongly Agree
3	The activities in Task 12 were interesting for the students.	13	14	0	0	3.24	Agree
4	The students could do Task 12 in the setting that had been determined (individually.)	11	17	1	0	3.34	Agree
5	The students were actively involved in doing Task 12.	14	15	0	0	3.48	Agree
6	The teacher played a role that could	9	19	0	0	3.21	Agree

	help the students in doing Task 12.						
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#### Task 13

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 13 could help the students to improve their reading skills.	8	21	0	0	3.28	Agree
2	The input of Task 13 (the pictured descriptive text) was interesting and comprehensible.	11	17	1	0	3.34	Agree
3	The activities in Task 13 were interesting.	8	19	2	0	3.21	Agree
4	The students could do Task 13 in the setting that had been determined (individually).	12	17	0	0	3.41	Agree
5	The students were actively involved in doing Task 13.	11	18	0	0	3.38	Agree
6	The teacher played a role that could help the students in doing Task 13.	13	16	0	0	3.45	Agree

#### Task 14

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 14 could help the students to improve their reading skills.	11	17	1	0	3.34	Agree
2	The inputs of Task 14 (the pictured descriptive text and the questions) were interesting and comprehensible.	14	13	2	0	3.41	Agree
3	The activities in Task 14 were interesting.	13	16	0	0	3.45	Agree
4	The students could do Task 14 in the setting that had been determined (individually).	10	18	1	0	3.31	Agree
5	The students were actively involved in doing Task 14.	12	16	1	0	3.38	Agree
6	The teacher played a role that could help the students in doing Task 14.	13	15	1	0	3.41	Agree

### Task 15

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 15 could help the students to improve their reading and writing skills, especially in comprehending short messages.	12	16	1	0	3.38	Agree
2	The input of Task 15 (the short message) was interesting and comprehensible.	13	16	0	0	3.45	Agree
3	The activities in Task 15 were interesting.	9	19	1	0	3.28	Agree
4	The students could do Task 15 in the setting that had been determined (individually).	11	16	2	0	3.31	Agree
5	The students were actively involved in doing Task 15.	13	15	1	0	3.41	Agree
6	The teacher played a role that could help the students in doing Task 15.	9	18	2	0	3.24	Agree

### Task 16

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 16 could help the students to understand about the generic structure of a short message and how to write it.	13	16	0	0	3.45	Agree
2	The input of Task 16 (the short message) was interesting and comprehensible.	9	19	1	0	3.28	Agree
3	The activities in Task 16 were interesting.	12	17	0	0	3.41	Agree
4	The students could do Task 16 in the setting that had been determined (individually).	10	17	2	0	3.28	Agree
5	The students were actively involved in doing the activities in Task 16.	11	17	1	0	3.34	Agree
6	The teacher played a role that could help the students in doing Task 16.	14	15	0	0	3.48	Agree

#### Task 17

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 17 could help the students to improve their writing skills.	13	16	0	0	3.45	Agree
2	The inputs of Task 17 (the short messages) were interesting and comprehensible.	17	11	1	0	3.55	Agree
3	The activities in Task 17 were interesting.	10	18	1	0	3.31	Agree
4	The students could do Task 17 in the setting that had been determined (individually).	13	16	0	0	3.45	Agree
5	The students were actively involved in doing Task 17.	11	18	0	0	3.38	Agree
6	The teacher played a role that could help the students to do the activities in Task 17.	9	20	0	0	3.31	Agree

#### Task 18

No	Components	Score				Mean Value	Category
		1	2	3	4		
1	Task 18 could help the students to improve their writing skill.	8	19	2	0	3.21	Agree
2	The inputs of Task 18 (the sentences) were interesting and comprehensible.	16	11	2	0	3.48	Agree
3	The activities in Task 18 were interesting.	11	17	1	0	3.34	Agree
4	The students could do this task in the setting that had been determined (individually).	13	16	0	0	3.45	Agree
5	The students were actively involved to do the activities in Task 18.	9	19	1	0	3.28	Agree
6	The teacher played roles that could help the students in doing Task 18.	14	13	2	0	3.41	Agree

### Observation Guideline

1. Apakah task- task yang disusun bisa membantu siswa dalam mencapai tujuan pembelajaran?
2. Apakah siswa antusias dalam mempelajari input dan bisa memahaminya?
3. Apakah siswa antusiastik dalam mengikuti kegiatan pembelajaran?
4. Apakah siswa bisa mengerjakan *Task* dengan setting yang sudah ditentukan?
5. Apakah siswa aktif dalam mengerjakan *Task*?
6. Apakah peran guru bisa membantu siswa dalam mencapai tujuan pada setiap *Task*?"



### Field Note of the Spoken Cycle Unit 1

Day : Tuesday, January 31, 2012  
Time : 7.00- 10.00  
Place : Room VI, SD N Paliyan IV Gunungkidul  
Number of the students: 31 students

It was the first meeting of the implementation. It was for the spoken cycle. The researcher entered the room and then greeted the students. She led them to pray together and then led them to sing '*Good Morning*' song. They were so enthusiastic. Then, she led them to begin the lesson.

They were asked to open the book. She asked the students to learn the pictured dialog in Task 1 individually. They looked enthusiastic to learn the pictured dialog. After a moment, she gave some oral questions related to the pictured dialog, such as: "*Where are they?*". Sometimes she switched the questions into Indonesian to help the students to understand the questions. The students answered the question by saying "*Di kelas!*" enthusiastically. To make them speaking in English, she asked them again "*In the classroom?*". "*Yes, Miss.*" they answered together. "*So, they are in the....?*" said the researcher. "*Classroom!*" the students said loudly. After that, she gave some other questions related to the pictured dialog, such as; "*Who is he?*" (pointing the teacher in the picture), "*Who are they?*" (pointing the students in the picture), "*What does he say to Andi?*", "*What does Andi say?*", "*What should Andi do?*", etc. They could answer the questions. Some of them answered it in Indonesian, and some of them could answer it in English. "*OK. So, what will we learn in this unit?*" asked the researcher. Some of them answered "*anu Miss...ruang kelas!*" (err... *It is about classroom!*). After doing this task, they could understand the topic that would be learnt in Unit 1. After that, the teacher gave explanation about the pictured dialog.

Next, the researcher asked the students to open the book on page 2. Then, she explained what they had to do in Task 2. The students listened to the dialog read by the researcher. While listened to the dialog, they also read the script of the dialog. They did it enthusiastically. Then, they were asked to answer the comprehension questions. They did it individually. Some minutes later, the researcher led them to check their answers together. The results were satisfying. There were some students who could answer all of the questions correctly. After that, she gave explanation about the dialog. To check whether the students already understood the dialog or not, the researcher gave them some oral questions related to the dialog. They discussed the dialog. Most of the students could answer the questions given by the researcher.

After Task 2 successfully done, the researcher led the students to move on Task 3. She explained what they had to do in this task. In this task, they learnt a language focus about instructions which are usually used in the real communication. They were asked to study the explanation in Task 3 individually. After a moment, she asked the students about what they already known after studying the explanation in Task 3. Some of them could answer the questions but it was in Bahasa Indonesia. Then, she gave a detailed explanation about the materials in Task 3. After that, she gave some oral questions related to the explanation, such as; “OK, what will you do if I say ‘Close the door, please’?”, what will you do if I say ‘open your book, please’?, etc.” They were enthusiastic to answer the researcher’s questions. Then, they did the comprehension exercise. The researcher said some instructions and they chose the appropriate pictures. They did it individually. After that, they checked the answer together. They could do it well. They looked enthusiastic to do the activities in this task.

After Task 3 was done, she led them to move on Task 4. In this task, they were given a semi guided listening activity. It was a ‘listen and do activity’. They had to do it individually. She explained what they had to do in Task 4. She also gave examples. After they already understood about what they had to do in this task, the activity was started. She said some instructions while the students had to do the actions based on the instructions they listened to. She pointed them one by one. They looked so enthusiastic to do it. During this activity, she observed and guided them. Most of the students could do the appropriate actions but there were some students who did inappropriate actions. It made them laugh so the situation was fun. Overall, this task was successfully done. The students looked enthusiastic to do the activities in this task.

After Task 4 was successfully done, the researcher led them to move on Task 5. “Oke. Sekarang kita akan bermain” (OK. Now, we will have a game) said the researcher. “Hurray!” they shouted simultaneously and they looked happy. Then, she explained about the name of the game and its rules. If she said “Simon Says” before saying the instructions, they had to do the appropriate actions together, but if she did not say “Simon Says”, they had to keep silent. Students whose actions were inappropriate were given a punishment (they were given a little powder on their faces when they did mistakes in the game). When listening to the rules, they laugh. After a moment, the game was started. They did it in whole class. She started saying instructions and they did the appropriate actions based on the instructions they listened to. Most of the students could do it well. There were some students who

made mistakes and they were punished. It made them laughed. This situation was so fun. They were so enthusiastic to do this activity.

After that, she led the students to move on Task 6. She asked the students to read the instruction in this task and then explained what they had to do. They were so enthusiastic to have a look at the pictured vocabulary in Task 6. “*OK, now please repeat after me. Are you ready?*” said the researcher. “*Yes, Miss*” the students answered. Then, the researcher pronounced the words one by one while showing the picture. The students repeated saying the words together. She used pictures as the media. After that, the researcher helped some students who could not say the words correctly. They were used to read the sound /r/ too clearly. The researcher tried to give more practice in pronouncing those words, especially those which have the sound /r/, such as; *a board, a door, a sharpener*, etc. They did this task in whole class. The situation was so fun because there was a boy who could pronounce the word *sharpener* correctly. The researcher then asked him to repeat after her but the boy still felt difficult to pronounce it. They laughed when the boy pronounced the word. After being asked to pronounce it for many times, finally he could pronounce it correctly and the researcher gave a reward for him by saying “*Good job! Give applause to Eko.*” then all of the students gave applause for him and he laughed. Next, the researcher checked whether they had been able to mention the words or not by showing the pictures one by one and then asked the students to mention the name of the things in the pictures with the correct pronunciation. Most of the students could do it well. They looked so enthusiastic.

After a moment, she asked them to move on Task 7. She explained what they had to do. In this task, they were given a dialog. They worked in pairs to read the dialog and answer the comprehension questions. Some minutes later, they checked the answer together. Most of the students could answer the comprehension questions correctly. They looked enthusiastic to do it. Then, she led them to discuss what the dialog was about. She also gave explanation about the dialog. After they quite understood about the dialog, she asked them to act the dialog out. Before they did it, the researcher gave an example by reading the dialog aloud and then asked the students to repeat after her. The students then practiced the dialog with their partners. The researcher went around the class to observe them and gave feedback to them. The activity ran well. To make sure that the students had been able to borrow and lend a certain thing using the appropriate expressions, the researcher then pretended to borrow something from some of them. They were asked to give the thing borrowed by the teacher using the appropriate expression. After that, they (whose things were

borrowed by the teacher) were asked to pretend to borrow the thing from the researcher. They could do it well. They were so active in doing the activities in this task.

In Task 8, the students worked in pairs. They were given a semi guided speaking activity. After the researcher gave the instruction, they started studying the explanation in Task 8. Then, the researcher gave a brief explanation about the materials. After that, they completed the dialogs based on the pictures. They looked enthusiastic in studying the explanation and completing the dialogs. Some minutes later, she led them to check it together. Most of the students could complete the dialogs correctly. After that, they discussed what the dialogs were about. After they already understood about the dialogs, they were asked to practise it in pairs. They did it enthusiastically. When they practiced the dialogs, the researcher walked around the classroom to observe and help them. They could practise the dialogs well. Overall, this task was successfully done.

After that, she led them to move on Task 9. In this task, they worked in pairs. They were given four pictures of the things in the classroom. They looked enthusiastic to look at the pictures. One of them asked “*Miss, ini gambarnya diapakan?*” (“*Miss, what should we do with the pictures?*”). Then, the researcher explained what they had to do in this task. They were asked to prepare two of the things showed in the pictures. The things were used to do the role-plays in this Task. She gave an example of how to do the role play. She pretended to borrow something from the students. After that, she asked the students to start doing role-plays. She walked around the class to observe and help them. They were so active to do it. Some of them were not confident to speak when the researcher observed them. She tried to motivate them. Overall, this task was successfully done. They were actively involved in doing this task.

After Task 9 was successfully done, the researcher led them to move on Task 10. Firstly, she asked them to read the instruction in Task 10. Then, she asked them about what they had to do. Some of them could understand what they had to do. After that, the researcher explained them about what they had to do in Task 10. In this task, they had to work in pairs. They read the dialog and then answered the comprehension questions. They looked enthusiastic to learn the dialog. Some minutes later, the researcher led them to check their answers together. Most of the students could answer the comprehension questions correctly. Then, the researcher explained about what the dialog was about. She gave some oral questions related to the dialog then asked the students to answer it orally. They answered it enthusiastically. After that, she led them to practise the

dialog in pairs. Before they did it, the researcher gave an example by reading the dialog aloud and then asked them to repeat after her. Then, the students practiced the dialog with their partners. The researcher went around the class to observe them and help them. Most of the students could do it well. They were actively involved to do the activities in this task.

Next, she led them to move on Task 11. After that, she asked them to study the explanation in Task 11 individually. Some minutes later, she asked them whether they had already understood about the explanation. "*Ini penjelasan tentang apa hayo?* (What this explanation is about?)" asked her. One of them answered "*Tentang menanyakan jumlah!* (It is about the expressions for asking about quantity!). "*That's right! Excellent!*" she gave compliment for the student who could answer her question correctly. After that, she gave a detailed explanation about the expressions to ask and give information about quantity. She also gave some examples of the expressions and then explained briefly about the grammar formula used in the expressions which were given. Then, she gave some questions related to the explanation. Some of them could answer the questions correctly. They looked enthusiastic. They were active to answer the researcher's questions.

After that, she asked them to move on the next task. She said "*OK. We will play a game again.*" They shouted happily. Firstly, she asked them to learn the pictured dialog in Task 12. They were so enthusiastic to do it. Next, she gave some oral questions related to the pictured dialog. They could answer it. Then, she explained the rules of the game. She gave examples how to do the game. She asked some students about how many things they have and then she also guided them to answer it using the appropriate expressions. After that, she asked them to listen and repeat the expressions. It was done for several times to help them in order to be able to ask and give information about how many things they had using appropriate expressions. After they have been able to ask and give information about quantity using the appropriate expressions, the researcher led them to start the game. It was a whole class activity. They walked round the classroom to do the survey. They used the pictures available in the table to help them doing the game. Most of the students could do it well. They could practise asking and giving information about quantity. The class was so noisy because all of them speak each other. The researcher walked around them to observe and help them. There were some of them who spoke in *Bahasa Indonesia*. The researcher shouted "*In English, please.*" Then they did it in English. Some minutes later, she said "*OK students, the time is over! Now please sit down in your own chairs.*". "*Belum selesai Miss, mengisinya!*" (We haven't finished

the table yet, Miss.) said some of them. “*No problem.*” The time was limited but this task needed extra time to be accomplished by the students because the pictures in this task were too many. Then, she gave compliment for them because they could do the activity well. She also explained briefly about what they had learnt in this task. The students were enthusiastic to do the activities in this task.

### Field Note of the Written Cycle Unit 1

Day : Thursday, February 2, 2012  
Time : 7.00- 10.00  
Place : Room VI, SD N Paliyan IV Gunungkidul  
Number of the students: 31 students

It was the second meeting of the implementation. It was for the written cycle. The researcher entered the room and then greeted the students. She led them to pray together and then led them to sing '*Good Morning*' song. They were so enthusiastic.

After some minutes passed, she led them to begin the lesson. As an opening activity, she gave them some oral questions related to the topic they would learn. She asked them about the things they usually bring to school. Then she asked them to move on Task 13. In this task, they worked individually. Firstly, she asked them to read the instruction. After that, she explained what they had to do in this task. They started to read the pictured descriptive text in Task 13. They looked enthusiastic to read the text. Then, they did the comprehension exercise. They had to tick the pictures of the things mentioned in the text. About five minutes later, the researcher led them to check their answers together. Their answers were satisfying. Most of the students could do it well. After that, she led them to discuss what the text was about. She gave them some oral questions related to the text. They were actively involved to discuss the text. Then, the researcher explained what the text was about. The students were enthusiastic to do the activities in this task.

Then, she led them to move on Task 14. The researcher explained what they had to do in this task. They had to do this task individually. They were given a pictured descriptive text. They read the text, and then did the comprehension exercise. They had to identify five sentences based on the text they read. They looked enthusiastic. When they read the text, some of them asked about the meaning of some words, for example; "*Miss, sweep itu artinya apa?*" (*Miss, what is the meaning of 'sweep'?*). They were active in doing this task. They asked to the researcher when they had difficulties in doing this task. The researcher helped them by doing some actions or showing something which could help them to guess the meaning of the words. Some minutes later, she led them to check their answers together. The results were satisfying. Most of the students could do the comprehension exercise successfully. They could accomplish this reading task successfully.

After that, the researcher led them to move on Task 15. She explained what they had to do in this task. They had to do this task individually. Some minutes later,

they started to do this task. They answered five questions based on the text they read. They did it enthusiastically. As what happened in the previous task, some of the students asked the meaning of some words. Actually, they already understood the meanings of the words but they did not feel confident, so that some of them asked to the researcher, by saying some questions such as; “*Miss, how itu kan artinya bagaimana kan?*” (*Miss, the meaning of ‘how’ is ‘bagaimana’, isn’t it?*), “*How many itu berapa kan?*” (*The meaning of ‘how many’ is ‘berapa’, isn’t it*), etc. The researcher helped them as what she did in the previous task. After they already finished doing this task, the researcher led them to check their answers together. Most of the students could answer the questions correctly. The researcher gave them compliments. Then, she led them to discuss what the text about. They were actively involved in doing the activities in this task. They participated actively in discussing the text.

After Task 15 successfully done, the researcher led them to move on Task 16. In this task, they had to work in pairs. Firstly, she asked them about some notices which usually put on the wall in a classroom. Then, she asked them to read the examples of notices in Task 16. They tried to learn it and the explanation. They looked enthusiastic. Some minutes later, she gave them some questions related to the notices and explanation they had read. Some of them could answer it but it was in *Bahasa Indonesia*. After that, she gave the explanation by using media (notices which were hanged on the board). She also explained how to make notices. To check whether the students had been understood or not, she gave them some oral questions related to what she had explained. Most of the students could answer the questions. They were actively involved in discussing the materials in this task.

Next, they were asked to move on Task 17. In this task, they had to work individually. Firstly, the researcher explained what they had to do in this task. They had to choose the appropriate notices based on the situation and then rewrite the notices in the available spaces. They did it enthusiastically. When they did this task, some of them asked the meaning of some words. The researcher helped them by giving clues. Some minutes later, she led them to check their answers. She used media in the form of some pieces of notices which were printed in colorful pieces of paper. She asked some of the students to choose the appropriate notices and then hang it on the board. They could do it well. Then, the researcher led the students to discuss the notices. They participated actively.



Then, she led them to move on Task 18. In this task, they had to work individually. First, they were asked to read the instruction. Then, the researcher explained about what they had to do in this task. After they already understood about what they had to do, they started to write two simple notices based on the situations. They looked enthusiastic. Like what happened in the previous tasks, some of them also asked the meanings of some words. The researcher helped them. She also walked around the classroom to observe and help those who had difficulties in doing this task. Based on her observation, it could be seen that Most of the students could do it well. Some minutes later, she led them to check their work by asking two of the students to write the notices on the board. They could do it well. After that, she led them to discuss the notices together. They were actively involved in discussing the notices.

## Field Note of the Spoken Cycle

### Unit 2

Day : Tuesday, February 4, 2012  
Time : 7.00- 10.00  
Place : SD N Paliyan IV Gunungkidul  
Number of the students: 31 students

It was the third meeting of the implementation. It was for the spoken cycle. The researcher entered the room and then greeted the students. She led them to pray together. As warming up activities, she led them to sing a song and do a moving about activity. They were so enthusiastic. After a moment, the lesson was begun.

They were asked to open the book on unit two Task 1. This task was aimed to help the students to think the topic that would be learnt in unit two. In this task, they were asked to work individually. They read and learnt the pictured dialog in Task 1 enthusiastically. After that, the researcher gave them some oral questions related to the pictured dialog, such as; *Where are they? What are they doing? What is he saying?, etc..* The questions were aimed to help them to understand the pictured dialog. Sometimes the researcher switched the questions into *Bahasa Indonesia* because some of the students did not understand it. They answered the researcher's questions enthusiastically. After that, the researcher asked them about the topic that would be learnt in unit two. They knew that in this unit, they would learn about food and drink. The students were actively involved during this task was done.

After Task 1 was successfully done, the researcher led them to move on Task 2. This task was aimed to improve students' vocabulary mastery. They had to do this task individually. There were pictures and vocabulary list in this task. They had to match the words and the pictures. They looked enthusiastic in matching the pictures with the words. After they finished in matching the words and the pictures, the researcher led them to check it together. Their answers were satisfying. Most of the students could do it successfully. In checking the answers, some of them were confused because the pictures and the words were not completed with numbers. Thus, the researcher asked the students to give number for each picture. After checking the answers, the researcher led them to pronounce word by word using flashcards. She

showed the flashcard while pronounced the word and then the students repeated to pronounce the word. After that, she also showed the pictures one by one and then asked them to mention the names of the food in the pictures. They could mention the names of the food correctly. During this task was done, the students were actively involved.

The researcher then led them to move on Task 3. This task was aimed to improve the students' listening skills. They had to do this task individually. The researcher explained that they had to listen to the story and then arrange the jumbled pictures based on the story they listened to. Then, the researcher started telling the story entitled '*The Very Hungry Caterpillar*'. To help them to understand this story, she used pictures and did some actions which illustrated what the caterpillar did. They were so enthusiastic to listen to the story and arrange the jumbled pictures. After they finished arranging the pictures, the researcher led them to check it together. She used media (pictures) which were hanged on the board. Some of the students were asked to come in front of the class. They arranged the pictures by writing the numbers in the media which was hanged on the board. After that, the researcher asked the students who could arrange the pictures correctly to raise their hands. Most of the students could arrange the pictures correctly. The researcher gave them compliment to them. During this task was accomplished, the students participated actively.

After a moment, she led them to move on Task 4. This task was aimed to help the students to improve their listening skills. In this task, they had to listen to the story again, and then complete the script by choosing the appropriate words. They had to do it individually. The script of the story was completed with pictures. The researcher started telling the story. The students looked so enthusiastic to listen to the story and complete the script. There were many students who could finish completing the script of the story before the researcher finished telling the story. They could do the task very quickly. Then, she led them to check their answer. Their answers were satisfying.

Next, she asked them to move on task 5. This task was aimed to improve the students' vocabulary mastery. In this task, they matched the words and the pictures individually. They did it enthusiastically. When they did it, some of them asked; *Miss, yang gambar nasi kok nggak ada pilihan katanya?* (Miss, there is not an appropriate words suit the picture of rice.). The researcher then asked them to write 'a bowl of rice'. After they finished matching the words and the pictures, the researcher

led them to check their answers together. In checking their answers, they were confused since both the pictures and the words were not numbered. Thus, the researcher asked them to give number for each picture. They could do this task successfully. After that, the researcher showed pictures of various kinds of food and pronounced the words. The students repeated the words. Next, she showed the pictures and the students were asked to mention the names of the food in the pictures. They could do it well. The students participated actively in doing this task.

After Task 5 was successfully finished, they were asked to move on task 6. This task was aimed to improve the students' speaking skills. They had to work in pairs. The researcher explained about what they had to do in this task. After a moment, they started reading the dialog and then answering the comprehension questions in pairs. They looked enthusiastic to do it. Some minutes later, the researcher led them to check their answers. Their answers were satisfying. Next, the researcher led them to discuss what the dialog was about. After they already understood about what the dialog was about, they were asked to practise the dialog in pairs. The researcher walked round the class to observe the students. She also helped them when they found difficulties. They could do it well. At the end of this task, the researcher asked two students to practise the dialog in front of the class. After that, she gave them compliment. The students were actively involved in doing this task.

After Task 6 was successfully finished, the researcher asked them to move on Task 7. In this task, they had to work individually. This task was aimed to help the students to understand the expressions of like and dislike. In this task, they worked individually to study the explanation about expressions of like and dislike. After a moment, she asked them about what they already learnt. Some of the students answered the researcher's questions. Then, she explained briefly about the expressions of like and dislike. After that she gave some oral questions related to the explanation. They participated actively in answering the researcher's questions.

Next, she led them to move on Task 8. This task was aimed to improve the students' speaking skills. In this task, they had to work in whole class. When the researcher told the students that in this task they would play a game, they were very happy. In this task, they would play 'Survey Game'. Before the game was begun, the researcher explained the rules of the game. She asked them to read the pictured dialog. They looked enthusiastic to learn it. Then, she asked them what the dialog was about. They could answer the questions. She also gave examples how to play the game. After they already understood about what they had to do, she asked them to

start the game. This game was done in whole class. They were actively involved in playing this game. They walked round the class and did a class survey. They used a questionnaire available in the book as a guideline to play the game. The researcher also walked round the class to observe them. If she heard students who did not speak in English, she reminded them by saying “*In English, please...*”. She also helped the students who had difficulties. This task was successfully done. Because the bells were ringing, the researcher led them to have a break.

Some minutes later, the bells were ringing again, and the researcher entered the classroom again. The class was still noisy. The researcher waited a moment until all of the students entered the class and sit on their chairs. After all of the students entered the classroom, she asked them to sit down but because they were still noisy, she led them to sing a song which had been taught before. The song was entitled ‘*Be quite*’. They were so enthusiastic and happily in singing the song while doing some actions which had been taught before. Before she led them to continue doing the tasks, she gave them some oral questions such as; *Kalian pernah disuruh ibu kalian untuk berbelanja ke warung tidak?* (Have you ever been asked by your mother to buy something in the store?), *Apa yang kalian ucapkan kepada penjualnya sesampainya di warung?* (What you usually said to the seller?), *Misalnya kamu mau beli sebotol kecap, apa yang mau kamu ucapkan kepada penjualnya?* (Suppose that you will buy a bottle of ketchup, what will you say to the seller then?, etc. The questions were aimed to give them illustration about what would they learn in the next speaking tasks. They were enthusiastic in answering the questions. Some gave funny answers and it made the situation fun. *Nah, kita akan mempelajari tentang itu* (We will learn about that) said the researcher. Then, she asked the students to move on Task 9. This task was aimed to improve the students’ speaking skills. In this task, they were given a dialog. They read the dialog and then answered the comprehension questions in pairs. They did it enthusiastically. After they finished reading the dialog and answering the questions, the researcher led them to check their answers. Their answers were satisfying. After that, she led them to discuss what the dialog was about. She gave the explanation about the dialog. Then, she read the dialog sentence by sentence and the students were asked to repeat after her. After a moment, she asked the students to practise the dialog in pairs. When they practiced the dialog, the researcher observed them and helped the students who had difficulties. They did the activities enthusiastically. They could accomplish this task successfully.

After Task 9 was successfully done, she asked them to move on Task 10. This task was aimed to improve the students’ speaking skills. In this task, they had to work

in pairs. They studied the explanation in this task. Some minutes later, the researcher asked them about what they already knew after studying the explanation in task 10. After that, she gave them some questions related to the explanation, such as; What is 'secangkir the' in English?, What is 'segelas susu' in English?, etc. There are many students who could answer the questions correctly. Then, she gave a detailed explanation and examples. Next, they worked in pairs to complete the incomplete dialogs based on the pictures. They did it enthusiastically. Some minutes later, she led them to check their answers. Most of the students could complete the dialogs correctly. Then, the researcher led them to discuss what the dialogs were about. After that, they were asked to practise the dialogs in pairs. When they practised the dialogs, the researcher observed and helped them. The students were involved actively in doing this activity. This task was successfully done.

After Task 10 was done successfully, the researcher asked them to move on Task 11. This task was aimed to improve the students' speaking skills. They had to work in pairs. In this task, they did role-play activities. They had to ask and give certain food or drinks. *Maksudnya gimana, Miss?* (What does it mean, Miss?) asked one of the students who had not understood yet. Because there was not example in this task, there were many students who did not know what they should do. As a consequence, the researcher gave a detailed explanation and examples. She also told them that they had to do the role-plays based on the pictures available in task. After they quite understood what they should do, the researcher gave them four pieces of pictures for each pair of students. The pictures were aimed to help them in doing the role-plays. They started to do the role plays. In this activity, a student had to pretend to ask for certain food or drink, then her/his partner had to give the picture of the food or drink requested by his/her partner. They did it enthusiastically. The researcher walked round the class to observe and help them. Most of the students could do the role-plays well although there were some students who were shy to speak. The researcher motivated the students who were shy and not confident to speak. At the end of this task, she pretended to ask certain food and drink to the students and the students had to give the pictures of the food or drink which were requested by the researcher. This task was successfully done.

Task 11 was the last speaking tasks in unit two. After it was successfully done, the researcher led them to discuss and conclude what they had learnt. Then, she ended the lessons by asked them to sing a song entitled 'Goodbye'.

## Field Note of the Written Cycle

### Unit 2

Day : Thursday, February 7, 2012  
Time : 7.00- 10.00  
Place : Room VI, SD N Paliyan IV Gunungkidul  
Number of the students: 31 students

It was the fourth meeting of the implementation (for the written cycle). The researcher entered the room and then greeted the students. She led them to pray together and then led them to sing a song as a warming up activity.

Some minutes later, she reminded the students about what they had learnt in the previous meeting by asking some questions related to the lesson in the previous meeting. She said that they would learn to read and write that day. Then, she asked them to move on Task 12. In this task, the students had to work individually. This task was aimed to improve the students' reading skills. In this task, they were given a pictured descriptive text. They had to read it then tick the pictures of food and drink preferred by Mr. Jack (the man in the text). They looked enthusiastic to read the text. The researcher walked round the class to help the students who had difficulties. Some minutes later, the researcher led them to check their answers together. Their answers were satisfying. Then, she explained what the text was about. In this task, the students participated actively.

Then, the researcher led them to move on task 13. This task was aimed to improve the students' reading skills. In this task, they had to work individually. The researcher explained the students about what they had to do. The students identified five sentences based on the pictured descriptive text that they had read. They had to write 'true' for the correct sentences and 'false' for the incorrect sentences. They were enthusiastic to do it. The researcher observed and helped the students who had difficulties in doing this task. Some minutes later, the researcher led them to check their answers together. Their answers were satisfying. They participated actively in this task. The researcher then gave them compliments.

Next, she led them to move on Task 14. This task was aimed to improve the students' reading skills. In this task, the students had to do this task individually. She explained the students about what they had to do. In this task, there were five questions which had to be answered based on the pictured descriptive text that they had read. They did it enthusiastically. When they did the task, there were some students who asked such as; *Miss, where itu artinya dimana kan? What itu 'apa' kan?*. They did it enthusiastically. The researcher helped them. Actually they had

already known the meanings but sometimes they were not confident. Some minutes later, she led the students to check their answers together. She read the questions one by one and then pointed some of the students to answer it. They could do it successfully. Their answers were satisfying. During this task was done, the students were actively involved.

After that, she gave some oral questions such as; *Siapa yang pernah membaca surat? Siapa yang pernah menulis surat?*, etc. The students answered it enthusiastically. Then the researcher said to them that they would learn about letter. She asked them to move on Task 15. This task was aimed to help the students in understanding a personal letter. In this task, there was a personal letter about someone's favorite food. They read it and then answered the comprehension questions individually. When they did this task, some of the students asked the meanings of some words and the researcher helped them. They did it enthusiastically. After they finished reading the letter and answering the comprehension questions, the researcher led them to check their answers together. Their answers were satisfying. Then, she led them to discuss what the letter was about. They were actively involved in discussing what the letter was about. This task was successfully done.

Before asking them to move on Task 16, she asked them about the parts of a letter. Some of them had known about the parts of a letter. When the researcher asked; *Di dalam sebuah surat itu ada apa saja hayo?* (What can you find in a letter?), there were many students who could answer; *Alamat yang menerima, Miss!* (The receiver's address, Miss!), *Tanggal!* (The date!) *Isi surat!* (The body of the letter!) *Penutup!* (Closure!), etc. They were so enthusiastic in answering the questions. Then, she led them to move on Task 16. This task was aimed to help the students in understanding the generic structure of a personal letter and how to write it. This task provided an explanation about personal letters. She asked them to study the explanation individually. After some minutes passed, she asked them about what they had learnt. She gave some oral questions such as; *Bagian- bagian surat itu apa saja?* (What are the parts of a letter?) *Coba lihat contoh surat itu, yang pojok kiri atas itu namanya apa?* (Have a look at the example of the letter, what is the name of the part which is put in the beginning of the letter, in the left side?) *Yang bagian penutup itu yang mana?* (Which is the closure?), etc. They were so enthusiastic in answering the researcher's questions. There were many students who answered it by shouting. The researcher then led them to do a moving about activity to make them kept silent. After that, she gave them compliments because they could answer the questions well. Then, she concluded what had they learnt.

After Task 16 was done successfully, she led them to move on Task 17. This task was aimed to improve the students' writing skills. The students had to do this task individually. The students started reading and completing the incomplete letter by choosing the appropriate words available in the box. They did it enthusiastically.



When they did this task, some of them asked the meanings of some words to the researcher. The researcher helped them. After they finished doing this task, the researcher led them to check their answers together. Their answers were satisfying. The researcher then gave them compliment. After that, she led them to discuss what the letter was about. The students were actively involved in discussing the letter.

After some minutes passed, she led them to move on Task 18. She explained what they had to do in this task. This task was aimed to improve the students' writing skills. They had to do this task individually. There were jumbled parts of a letter in this task. The students were asked to arrange the jumbled parts of the letter and then rewrite it in the available space. They did it enthusiastically. She recommended them to have a look at the previous letter to help them in doing this task. When they did this task, the researcher walked round the class to observe them. She also helped the students who had difficulties in doing this task. Based on the observation, the researcher could know that the students could do it well. Some minutes later, she led them to check their work together. They asked so students to write the letter part by part on the board. This task was successfully done. During this task was done, the students were actively involved.

After that, she asked the students about what they learnt that day. She also concluded what they had learnt and asked them to learn it again in the home. Then, she closed the lesson by asking them to sing '*Goodbye*' song.

## Field Note of the Spoken Cycle

### Unit 3

Day : Thursday, February 9, 2012  
Time : 7.00- 10.00  
Place : SD N Paliyan IV Gunungkidul  
Number of the students: 31 students

It was the fifth meeting of the implementation. It was for the spoken cycle. After entering the room and greeting the students, the researcher led them to pray together. Then, she gave them warming up activities. After a moment, the lesson was begun.

Some minutes later, the researcher led the students to open the book on unit three Task 1. This task was aimed to prompt the students to imagine and think about the topic that would be learnt in this unit. In this task, they were asked to work individually to read and learn the pictured dialog. They did it enthusiastically. Then, the researcher gave them some oral questions related to the pictured dialog. Sometimes the researcher switched the questions into *Bahasa Indonesia* to help them understand it. They could answer the researcher's questions. After that, the researcher asked them about the topic that would be learnt in unit three. They could answer the questions.

After that, the researcher led them to move on Task 2. Task 2 was aimed to improve the students' vocabulary mastery. In this task, there were pictures and vocabulary list that would be used in this unit. The researcher explained what they had to do in this task. They had to match the words and the pictures individually. They did it enthusiastically. When they did this task, some of the students asked "*Miss, yang gambar menyanyi kok nggak ada pilihannya ya?*" (Miss, there is not any appropriate choice for the picture of singing.). Then, the researcher asked them to add the word 'singing' in the vocabulary list. After they finished in matching the words and the pictures, the researcher led them to check it together. Most of the students could do it correctly. When checking the answers, some of them were confused because the pictures and the words were not completed with numbers. Thus, the researcher asked the students to give number for each picture. After checking the answers, the researcher led them to pronounce the words by word using flashcards. They looked

enthusiastic to do it. Then, she showed the pictures one by one and then asked them to mention the appropriate words. They could mention the correct words. They were actively involved in doing the activities in this task.

Next, the researcher then led them to move on Task 3. This task was aimed to improve the students' listening skills. In this task, they were given a story about hobby. Then, the researcher started telling them the story using pictures. The students listened to the story enthusiastically. After that, they had to arrange the jumbled pictures based on the story they listened to. They did it individually. After they finished arranging the pictures, the researcher led them to check it together. They could do this task successfully. They were actively involved in doing the activities in this task.

After a moment, she led them to move on Task 4. In this task, they read some statements and decided whether the statements were true or false based on the story they listened to. They did it individually. In doing this task, some of the students asked to the researcher about the meanings of some difficult words. The researcher helped them by giving the clues. They looked so enthusiastic. Then, she led them to check their answer. They could do this task successfully.

After Task 4 was successfully done, the researcher led the students to move on Task 5. Task 5 was the continuation of the previous listening tasks. In this task, the students listened to the story again then answered some questions based on the stories they listened to. They did it individually. They were so enthusiastic. After telling the story by using pictures, the researcher then asked the students to answer the questions. When they did this task, some of them asked the researcher about the meaning of some difficult words. The researcher helped them by giving clues. After they finished doing this task, the researcher led them to discuss their answer together. They could do this task successfully.

After Task 5 was successfully done, the researcher led the students to move on task 6. In this task, they had to work in pairs. In this task, they read a dialog and then answered the comprehension questions in pairs. They did it enthusiastically. They were actively involved in doing it. Then, the researcher led them to check their answers. Most of the students could answer the questions correctly. After checking their answers, the researcher led them to discuss what the dialog was about. After they already understood about what the dialog was about, they were asked to practise the dialog in pairs. They looked enthusiastic in doing the activities in this task. The

researcher walked round the class to observe the students. She also helped them when they found difficulties. They could do it well.

Then, she led them to move on Task 7. This task was aimed to improve the students' speaking skills. In this task, they would play 'Survey Game'. She asked them to read the pictured dialog and then led them to discuss what the dialog was about. Then she gave them some questions related to the dialog. There were many students who could answer the researcher's questions. They were so enthusiastic in learning and discussing the dialog. She explained about the expressions in the dialog. Before the game was begun, the researcher explained the rules of the game. She also gave examples how to play the game. Next, she asked them to start the game. This game was done in whole class. They were so enthusiastic in playing this game. They walked round the class and did a class survey. The researcher also walked round the class to observe them. She helped the students who had difficulties. The students played the game well. They could ask about like and dislike each other in English. They were actively involved in doing the activities in this task.

Next, the researcher asked the students to move on Task 8. Task 8 was the continuation of task 7. It was aimed to improve students' speaking skill. After they got information about their friends' hobbies, they had to present it in front of the class. Firstly, the researcher explained what they had to do in this task. Then, she asked them to learn the picture and the sentences in Task 8. They looked enthusiastic to learn the picture and the sentences. After that, she gave some questions related to the materials. They could answer the researcher questions. She also gave an example how to express the expression of like and dislike. Next, she asked one of the students to do as what she did. Then, she gave feedback and compliment to her. After the students understood about the materials, she asked the students to speak in front of the class. They told the class about their hobbies and their friends' hobbies. They did it individually. They came in front of the class one by one to speak in English. Most of the students could do it successfully. They looked enthusiastic in doing the activities of this task. Then the researcher gave them feedback and compliment. She also helped them when they had difficulties.

## **Field Note of the Written Cycle**

### **Unit 3**

Day : Thursday, February 11, 2012  
Time : 7.00- 10.00  
Place : SD N Paliyan IV Gunungkidul  
Number of the students: 31 students

It was the sixth meeting of the try-out (for the written cycle). The researcher entered the room and then greeted the students. She led them to pray together and then led them to sing a song as a warming up activity.

After a moment, the researcher led the students to move on task 9. This task was aimed to improve students' reading skills. Firstly, the researcher explained the students about what they had to do in this task. There was a personal letter in this task. The students had to be able to read the letter in the correct intonation and pronunciation. Thus, the researcher gave an example. She read the letter while the students read it. After that, she read the letter again sentence by sentence and the students repeat after her. She helped some students who had difficulties in pronouncing some words. Next, she asked them to read it aloud together. They were so enthusiastic to read the letter. Then she asked some students to read it one by one. They could do it well. The researcher gave them feedback and compliments.

After that, the researcher asked them to move on Task 10. Task 10 was aimed to improve students' reading skills. In this task, the students had to read five sentences. Then they identified whether the sentences were true or false based on the personal letter that they had read. They did it individually. The researcher observed and helped those who had difficulties. They looked enthusiastic to do it. After some minutes, the researcher led them to check their answer together. They could do it successfully. The students were actively involved during this task was done.

Then, she asked them to move on Task 11. This task was aimed to improve students' reading skills. In this task, they worked individually. The students were given five questions. They answered the questions briefly based on the personal letter they read. They looked enthusiastic to do it. When they did it, there were some students who asked to the researcher about the meaning of some words. The researcher helped them by giving some clues. Some minutes later, she led them to

check their answers. The students could do this task successfully. They were actively involved in doing the activities in this task.

After Task 11 was successfully done, the researcher asked them to move on Task 12. Task 12 was aimed to improve students' reading skills, especially to understand a pictured descriptive task. In this task, they were given a pictured descriptive task about hobby. Then they answered the comprehension questions by choosing the appropriate options. They did it individually. They looked enthusiastic to read the text. When they did it, there were some students who asked to the researcher about the meaning of some words. The researcher helped them by giving some clues. After some minutes, the researcher led them to check their answers together. They could do this task successfully. They looked enthusiastic in doing this task.

Next, she led the students to move on Task 13. This task was also aimed to improve students' reading skills, especially to understand a pictured descriptive task. In this task, they were given another pictured descriptive task which was about hobby. Then, they had to do the reading comprehension exercise that follow. There were five sentences which should be identified by the students based on the pictured descriptive text that they had read by choosing 'true' or 'false'. They did it individually. They were enthusiastic to do it. There were some students who asked to the researcher about the meaning of some words. The researcher helped them by hiving some clues. After some minutes, the researcher led them to check their answers together. They could do this task successfully. The researcher then led them to discuss what the text was about. The students were actively involved in doing the activities of this task.

After Task 13 was successfully done, the researcher led them to move on task 14. It was aimed to improve the students' reading skills. In this task, the students worked individually. The students were given five questions. They had to answer it briefly based on the pictured descriptive text that they had read in the previous task. They did it enthusiastically. There were some students who asked to the researcher about the meaning of some words. The researcher helped them by hiving some clues. Then, the researcher led them to check their answers. Their answers were satisfying. Most of the students could answer all of the questions correctly. During this task was done, the students were actively involved.

Next, the researcher led the students to move on Task 15. In this task, they had to work individually. It was aimed to improve students' reading and writing

skills. In this task, they were given a short message. Firstly, the researcher explained about what they had to do. After the already understood, they started to read the short message then answer the comprehension questions by choosing the appropriate options. They did it enthusiastically. When they found difficulties, they asked to the researcher. The researcher helped them. Some minutes later, she led them to discuss their answers together. This task could be done successfully. They were actively involved in doing this task.

After Task 15 was successfully done, the researcher asked them to move on Task 16. It was a language focus part. It was aimed to help the students to understand about the generic structure of a short message and how to write it. Firstly, they were asked to learn the explanation in this task which was about the generic structure of a short message. The students looked enthusiastic to do it. They did it individually. Some minutes later, the researcher asked them about what they had learnt. Some of the students could answer the researcher's questions. Then, she explained them about the generic structure of a short message and how to write it. In giving the explanation, she used media that was hanged on the board. After that, she asked to the students about the materials that had been learnt. The students were so active to answer the researcher's questions. Then, the researcher concluded what they had learnt in this task. This task was successfully done. During this task was done, the students were actively involved.

Then, they move on Task 17. This task was aimed to improve students' writing skills. They had to do this task individually. They were given four incomplete short messages. Then, they had to complete it by choosing the appropriate sentences and rewrite in the available space. They were enthusiastic to do it. The researcher walked round the class and helped the students who had difficulties in doing this task. After they finished doing it, the researcher led them to discuss their answers together. They participated actively to discuss it. This task could be done successfully.

After task 17 was successfully done, the researcher asked them to move on Task 18. This task was aimed to help the students to improve their writing skills. They had to do this task individually. The researcher explained what they had to do in this task. They had to write two short messages based on the situation. She asked them to read the situational sentences before starting to write the short messages. They looked enthusiastic to read the sentences. There were some students who asked to the researcher about the meaning of some words. She helped them by giving some clues. After they had understood about the situation, they started to write the short

messages. The researcher walked round the class to observe the students. Then, she asked two students to write the messages on the board. After that, she led them to discuss it together. They were so active to discuss it. This task was successfully done. The researcher concluded about what they had learned.



## **INTERVIEW GUIDELINE UNIT 1**

### **A. TASK 1**

1. Apakah melalui Task 1 kalian bisa mendapat gambaran tentang topik yang akan dibahas?
2. Apakah dialog bergambar pada Task 1 menarik dan mudah dipahami?
3. Apakah rangkaian kegiatan pada Task 1 menarik dan bisa dipahami?
4. Apakah kalian bisa mengerjakan Task 1 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 1?
6. Apakah guru memberikan perintah dan penjelasan secara jelas?

### **B. TASK 2**

1. Apakah Task 2 bisa membantu meningkatkan kemampuan kalian dalam mendengarkan dan membaca?
2. Apakah teks dialog dan gambar pada Task 2 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 2 menarik dan bisa dipahami?
4. Apakah kalian bisa mengerjakan Task 2 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 2?
6. Apakah guru memberikan perintah dan penjelasan secara jelas?

### **C. TASK 3**

1. a. Apakah Task 3 membantu kalian dalam memahami penggunaan instruksi- instruksi pada situasi di dalam kelas?  
b. Apakah Task 3 dapat membantu meningkatkan kemampuan kalian dalam mendengarkan?
2. Apakah penjelasan dan gambar- gambar pada Task 3 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 3 menarik?
4. Apakah kalian bisa mengerjakan Task 3 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 3?

6. Apakah guru memberikan perintah dan penjelasan secara jelas?

#### D. TASK 4

1. Apakah Task 4 dapat membantu meningkatkan kemampuan kalian dalam mendengarkan?
2. Apakah perintah lisan pada Task 4 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 4 menarik?
4. Apakah kalian bisa mengerjakan Task 4 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 4?
6. Apakah guru memberikan perintah secara jelas?

#### E. TASK 5

1. Apakah Task 5 dapat membantu meningkatkan kemampuan kalian dalam mendengarkan?
2. Apakah perintah lisan pada Task 5 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 5 menarik?
4. Apakah kalian bisa mengerjakan Task 5 secara bersama- sama?
5. Apakah kalian aktif dalam mengerjakan Task5 ?
6. Apakah guru memberikan perintah secara jelas?

#### F. TASK 6

1. Apakah Task 6 dapat membantu meningkatkan pengetahuan kosakata kalian?
2. Apakah kosakata bergambar pada Task 6 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 6 menarik?
4. Apakah kalian bisa mengerjakan Task 6 secara bersama- sama?
5. Apakah kalian aktif dalam mengerjakan Task 6?
6. Apakah guru memberikan penjelasan secara jelas?

#### G. TASK 7

1. Apakah Task 7 dapat membantu meningkatkan kemampuan kalian dalam berbicara?
2. Apakah dialog dan gambar pada Task 7 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 7 menarik?
4. Apakah kalian bisa mengerjakan Task secara berpasangan?
5. Apakah kalian aktif dalam mengerjakan Task 7?
6. Apakah guru memberikan penjelasan secara jelas?  
Apakah guru memantau dan membantu kalian saat mengalami kesulitan?

#### H. TASK 8

1. Apakah Task 8 dapat membantu kalian dalam memahami ungkapan-ungkapan untuk meminjam barang?
2. Apakah penjelasan dan teks dialog bergambar pada Task 8 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 8 menarik?
4. Apakah kalian bisa mengerjakan Task 8 secara berpasangan?
5. Apakah kalian aktif dalam mengerjakan Task 8?
6. Apakah guru memberikan penjelasan secara jelas?  
Apakah guru memantau dan membantu kalian saat mengalami kesulitan?

#### I. TASK 9

1. Apakah Task 9 dapat membantu meningkatkan kemampuan kalian dalam berbicara?
2. Apakah pada Task 9 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 9 menarik?
4. Apakah kalian bisa mengerjakan Task 9 secara berpasangan?
5. Apakah kalian aktif dalam mengerjakan Task 9?

6. Apakah guru memberikan penjelasan secara jelas?  
Apakah guru memantau dan membantu kalian saat mengalami kesulitan?

J. TASK 10

1. Apakah Task 10 dapat membantu meningkatkan kemampuan kalian dalam berbicara?
2. Apakah teks dialog dan gambar pada Task 10 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 10 menarik?
4. Apakah kalian bisa mengerjakan Task 10 secara berpasangan?
5. Apakah kalian aktif dalam mengerjakan Task 10?
6. Apakah guru memberikan penjelasan secara jelas?  
Apakah guru memantau dan membantu kalian saat mengalami kesulitan?

K. TASK 11

1. Apakah Task 11 dapat membantukalian dalam memahami ungkapan-ungkapan untuk menanyakan dan menyatakan jumlah?
2. Apakah penjelasan pada Task 11 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 11 menarik?
4. Apakah kalian bisa mengerjakan Task 11 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 11?
6. Apakah guru memberikan penjelasan secara jelas?

L. TASK 12

1. Apakah Task 12 dapat membantu meningkatkan kemampuan kalian dalam berbicara?
2. Apakah dialog dan gambar- gambar pada Task 12 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 12 menarik?
4. Apakah kalian bisa mengerjakan Task 12 secara bersama- sama?

5. Apakah kalian aktif dalam mengerjakan Task 12?
6. Apakah guru memantau dan membantu kalian saat mengalami kesulitan?

#### M. TASK 13

1. Apakah Task 13 dapat membantu meningkatkan kemampuan kalian dalam membaca?
2. Apakah teks deskriptif bergambar pada Task 13 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 13 menarik?
4. Apakah kalian bisa mengerjakan Task 13 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 13?
6. Apakah guru memberikan penjelasan secara jelas?  
Apakah guru membantu kalian saat mengalami kesulitan?

#### N. TASK 14

1. Apakah Task 14 dapat membantu meningkatkan kemampuan kalian dalam membaca?
2. Apakah teks deskriptif bergambar pada Task 14 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 14 menarik?
4. Apakah kalian bisa mengerjakan Task 14 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 14?
6. Apakah guru memberikan penjelasan secara jelas?  
Apakah guru membantu kalian saat mengalami kesulitan?

#### O. TASK 15

1. Apakah Task 15 dapat membantu meningkatkan kemampuan kalian dalam membaca?
2. Apakah pertanyaan- pertanyaan pada Task 15 menarik dan bisa dipahami?

3. Apakah rangkaian kegiatan pada Task 15 menarik?
4. Apakah kalian bisa mengerjakan Task 15 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 15?
6. Apakah guru membantu kalian saat mengalami kesulitan?

P. TASK 16

1. Apakah Task 16 dapat membantu kalian dalam memahami *notices*?
2. Apakah contoh penjelasan pada Task 16 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 16 menarik?
4. Apakah kalian bisa mengerjakan Task 16 secara berpasangan?
5. Apakah kalian aktif dalam mengerjakan Task 16?
6. Apakah guru memberikan penjelasan secara jelas?

Q. TASK 17

1. Apakah Task 17 dapat membantu meningkatkan kemampuan kalian dalam menulis?
2. Apakah kalimat- kalimat pada Task 17 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 17 menarik?
4. Apakah kalian bisa mengerjakan Task 17 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 17?
6. Apakah guru memantau dan membantu kalian saat mengalami kesulitan?

R. TASK 18

1. Apakah Task dapat membantu meningkatkan kemampuan kalian dalam?
2. Apakah pada Task menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task menarik?
4. Apakah kalian bisa mengerjakan Task secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task ?
6. Apakah guru memantau dan membantu kalian saat mengalami kesulitan?

## **INTERVIEW GUIDELINE UNIT 2**

### **A. TASK 1**

1. Apakah melalui Task 1 kalian bisa mendapat gambaran tentang topik yang akan dibahas?
2. Apakah dialog bergambar pada Task 1 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 1 menarik?
4. Apakah kalian bisa mengerjakan Task 1 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 1?
6. Apakah guru memberikan penjelasan secara jelas?

### **B. TASK 2**

1. Apakah Task 2 bisa membantu meningkatkan pengetahuan kosakata kalian?
2. Apakah kosakata dan gambar pada Task 2 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 2 menarik?
4. Apakah kalian bisa mengerjakan Task 2 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 2?
6. Apakah guru memberikan penjelasan secara jelas?

### **C. TASK 3**

1. Apakah Task 3 dapat membantu meningkatkan kemampuan kalian dalam mendengarkan?
2. Apakah cerita lisan dan gambar- gambar pada Task 3 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 3 menarik?
4. Apakah kalian bisa mengerjakan Task 3 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 3?
6. Apakah guru memberikan penjelasan secara jelas?

#### D. TASK 4

1. Apakah Task 4 dapat membantu meningkatkan kemampuan kalian dalam mendengarkan?
2. Apakah cerita pada Task 4 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 4 menarik?
4. Apakah kalian bisa mengerjakan Task 4 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 4?
6. Apakah guru membacakan cerita dengan jelas?  
Apakah guru memberikan pengarahan dengan jelas?

#### E. TASK 5

1. Apakah Task 5 dapat membantu meningkatkan pengetahuan kosakata kalian?
2. Apakah kosakata dan gambar pada Task 5 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 5 menarik?
4. Apakah kalian bisa mengerjakan Task 5 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 5?
6. Apakah guru membantu kalian saat kalian mengalami kesulitan?

#### F. TASK 6

1. Apakah Task 6 dapat membantu meningkatkan kemampuan kalian dalam berbicara?
2. Apakah dialog dan gambar pada Task 6 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 6 menarik?
4. Apakah kalian bisa mengerjakan Task 6 secara berpasangan?
5. Apakah kalian aktif dalam mengerjakan Task 6?
6. Apakah guru memantau dan membantu kalian saat kalian mengalami kesulitan?



#### G. TASK 7

1. Apakah Task 7 dapat membantu kalian dalam memahami ungkapan suka dan tidak suka?
2. Apakah penjelasan pada Task 7 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 7 menarik?
4. Apakah kalian bisa mengerjakan Task 7 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 7?
6. Apakah guru memberikan penjelasan dengan jelas?

#### H. TASK 8

1. Apakah Task 8 dapat membantu meningkatkan kemampuan kalian dalam berbicara?
2. Apakah dialog dan gambar- gambar pada Task 8 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 8 menarik?
4. Apakah kalian bisa mengerjakan Task 8 secara bersama- sama?
5. Apakah kalian aktif dalam mengerjakan Task 8?
6. Apakah guru memberikan penjelasan dengan jelas?  
Apakah guru membantu kalian saat mengalami kesulitan?

#### I. TASK 9

1. Apakah Task 9 dapat membantu meningkatkan kemampuan kalian dalam berbicara?
2. Apakah dialog dan gambar pada Task 9 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 9 menarik?
4. Apakah kalian bisa mengerjakan Task 9 secara berpasangan?
5. Apakah kalian aktif dalam mengerjakan Task 9?
6. Apakah guru memberikan perintah dan penjelasan secara jelas?  
Apakah guru membantu kalian saat mengalami kesulitan?

J. TASK 10

1. Apakah Task 10 dapat membantu meningkatkan kemampuan kalian dalam berbicara?
2. Apakah penjelasan pada Task 10 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 10 menarik?
4. Apakah kalian bisa mengerjakan Task 10 secara berpasangan?
5. Apakah kalian aktif dalam mengerjakan Task 10?
6. Apakah guru memberikan perintah dan penjelasan secara jelas?  
Apakah guru membantu kalian saat mengalami kesulitan?

K. TASK 11

1. Apakah Task 11 dapat membantu meningkatkan kemampuan kalian dalam berbicara?
2. Apakah gambar- gambar pada Task 11 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 11 menarik?
4. Apakah kalian bisa mengerjakan Task 11 secara berpasangan?
5. Apakah kalian aktif dalam mengerjakan Task 11?
6. Apakah guru memantau dan membantu kalian saat kalian mengalami kesulitan?

L. TASK 12

1. Apakah Task 12 dapat membantu meningkatkan kemampuan kalian dalam membaca?
2. Apakah teks deskriptif bergambar pada Task 12 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 12 menarik?
4. Apakah kalian bisa mengerjakan Task 12 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 12?
6. Apakah guru membantu kalian saat kalian mengalami kesulitan?

Apakah guru memberikan penjelasan secara jelas?

M. TASK 13

1. Apakah Task 13 dapat membantu meningkatkan kemampuan kalian dalam membaca?
2. Apakah kalimat- kalimat pada Task 13 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 13 menarik?
4. Apakah kalian bisa mengerjakan Task secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 13?
6. Apakah guru memberikan perintah secara jelas?  
Apakah guru membantu kalian saat kalian mengalami kesulitan?

N. TASK 14

1. Apakah Task 14 dapat membantu meningkatkan kemampuan kalian dalam membaca?
2. Apakah pertanyaan- pertanyaan pada Task 14 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 14 menarik?
4. Apakah kalian bisa mengerjakan Task 14 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 14?
6. Apakah guru memberikan perintah secara jelas?  
Apakah guru membantu kalian saat kalian mengalami kesulitan?

O. TASK 15

1. Apakah Task 15 dapat membantu kalian untuk berlatih memahami isi sebuah surat pribadi?
2. Apakah surat pada Task 15 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 15 menarik?
4. Apakah kalian bisa mengerjakan Task 15 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task ?

6. Apakah guru membantu kalian saat kalian mengalami kesulitan?  
Apakah guru memberikan penjelasan secara jelas?

P. TASK 16

1. Apakah Task 16 dapat membantu kalian dalam memahami bagian- bagian surat dan cara menulisnya?
2. Apakah penjelasan pada Task 16 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 16 menarik?
4. Apakah kalian bisa mengerjakan Task 16 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 16?
6. Apakah guru membantu kalian saat kalian mengalami kesulitan?  
Apakah guru memberikan penjelasan secara jelas?

Q. TASK 17

1. Apakah Task 17 dapat membantu meningkatkan kemampuan kalian dalam menulis?
2. Apakah surat pada Task 17 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 17 menarik?
4. Apakah kalian bisa mengerjakan Task 17 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 17?
6. Apakah guru membantu kalian saat kalian mengalami kesulitan?  
Apakah guru memberikan penjelasan secara jelas?

#### R. TASK 18

1. Apakah Task 18 dapat membantu meningkatkan kemampuan kalian dalam menulis?
2. Apakah bagian- bagian surat pada Task 18 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 18 menarik?
4. Apakah kalian bisa mengerjakan Task 18 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 18?
6. Apakah guru memantau dan membantu kalian saat kalian mengalami kesulitan?

### **INTERVIEW GUIDELINE UNIT 3**

#### **A. TASK 1**

1. Apakah melalui Task 1 kalian bisa mendapat gambaran tentang topik yang akan dibahas?
2. Apakah dialog bergambar pada Task 1 menarik dan mudah dipahami?
3. Apakah rangkaian kegiatan pada Task 1 menarik dan bisa dipahami?
4. Apakah kalian bisa mengerjakan Task 1 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 1?
6. Apakah guru memberikan perintah dan penjelasan secara jelas?

#### **B. TASK 2**

1. Apakah Task 2 bisa membantu meningkatkan pengetahuan kosakata kalian?
2. Apakah kosakata dan gambar pada Task 2 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 2 menarik dan bisa dipahami?
4. Apakah kalian bisa mengerjakan Task 2 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 2?
6. Apakah guru memberikan penjelasan secara jelas?

#### **C. TASK 3**

1. Apakah Task 3 dapat membantu meningkatkan kemampuan kalian dalam mendengarkan?
2. Apakah cerita dan gambar pada Task 3 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 3 menarik?
4. Apakah kalian bisa mengerjakan Task 3 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 3?
6. Apakah guru memberikan perintah dan penjelasan secara jelas?

#### D. TASK 4

1. Apakah Task 4 dapat membantu meningkatkan kemampuan kalian dalam mendengarkan?
2. Apakah kalimat- kalimat pada Task 4 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 4 menarik?
4. Apakah kalian bisa mengerjakan Task 4 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 4?
6. Apakah guru membantu kalian saat kalian mengalami kesulitan?

#### E. TASK 5

1. Apakah Task 5 dapat membantu meningkatkan kemampuan kalian dalam mendengarkan?
2. Apakah pertanyaan- pertanyaan pada Task 5 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 5 menarik?
4. Apakah kalian bisa mengerjakan Task 5 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 5?
6. Apakah guru membantu kalian saat kalian mengalami kesulitan?

#### F. TASK 6

1. Apakah Task 6 dapat membantu meningkatkan kemampuan kalian dalam berbicara?
2. Apakah dialog dan gambar pada Task 6 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 6 menarik?
4. Apakah kalian bisa mengerjakan Task 6 secara berpasangan?
5. Apakah kalian aktif dalam mengerjakan Task 6?
6. Apakah guru memberikan penjelasan dengan jelas?  
Apakah guru membantu kalian saat kalian mengalami kesulitan?

#### G. TASK 7

1. Apakah Task 7 dapat membantu meningkatkan kemampuan kalian dalam berbicara?
2. Apakah dialog bergambar pada Task 7 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 7 menarik?
4. Apakah kalian bisa mengerjakan Task 7 secara berpasangan?
5. Apakah kalian aktif dalam mengerjakan Task 7?
6. Apakah guru memantau dan membantu kalian saat kalian mengalami kesulitan?

#### H. TASK 8

1. Apakah Task 8 dapat membantu meningkatkan kemampuan kalian dalam berbicara?
2. Apakah gambar dan kalimat- kalimat pada Task 8 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 8 menarik?
4. Apakah kalian bisa mengerjakan Task secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 8?
6. Apakah guru memantau dan membantu kalian saat kalian mengalami kesulitan?

#### I. TASK 9

1. Apakah Task 9 dapat membantu meningkatkan kemampuan kalian dalam membaca nyaring?
2. Apakah surat pada Task 9 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 9 menarik?
4. Apakah kalian bisa mengerjakan Task 9 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 9?
6. Apakah guru memberikan contoh membaca nyaring dengan jelas?



Apakah guru membantu kalian saat kalian mengalami kesulitan?

J. TASK 10

1. Apakah Task 10 dapat membantu meningkatkan kemampuan kalian dalam memahami teks bacaan?
2. Apakah kalimat- kalimat pada Task 10 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 10 menarik?
4. Apakah kalian bisa mengerjakan Task 10 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 10?
6. Apakah guru memantau dan membantu kalian saat kalian mengalami kesulitan?

K. TASK 11

1. Apakah Task 11 dapat membantu meningkatkan kemampuan kalian dalam memahami teks bacaan?
2. Apakah pertanyaan- pertanyaan pada Task 11 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 11 menarik?
4. Apakah kalian bisa mengerjakan Task 11 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 11?
6. Apakah guru memantau dan membantu kalian saat kalian mengalami kesulitan?

L. TASK 12

1. Apakah Task 12 dapat membantu meningkatkan kemampuan kalian dalam membaca?
2. Apakah teks deskriptif bergambar pada Task 12 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 12 menarik?
4. Apakah kalian bisa mengerjakan Task 12 secara sendiri- sendiri?

5. Apakah kalian aktif dalam mengerjakan Task 12?
6. Apakah guru memantau dan membantu kalian saat kalian mengalami kesulitan?  
Apakah guru memberikan penjelasan secara jelas?

#### M. TASK 13

1. Apakah Task 13 dapat membantu meningkatkan kemampuan kalian dalam membaca?
2. Apakah teks deskriptif bergambar pada Task 13 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 13 menarik?
4. Apakah kalian bisa mengerjakan Task 13 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 13?
6. Apakah guru memantau dan membantu kalian saat kalian mengalami kesulitan?

#### N. TASK 14

1. Apakah Task 14 dapat membantu meningkatkan kemampuan kalian dalam membaca?
2. Apakah pertanyaan- pertanyaan pada Task 14 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 14 menarik?
4. Apakah kalian bisa mengerjakan Task 14 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 14?
6. Apakah guru memantau dan membantu kalian saat kalian mengalami kesulitan?

#### O. TASK 15

1. Apakah Task 15 dapat membantu kalian dalam berlatih memahami isi pesan singkat?

2. Apakah pesan singkat pada Task 15 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 15 menarik?
4. Apakah kalian bisa mengerjakan Task 15 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 15?
6. Apakah guru memantau dan membantu kalian saat kalian mengalami kesulitan?

P. TASK 16

1. Apakah Task 16 dapat membantu kalian dalam memahami bagian- bagian dari pesan singkat dan cara menulisnya?
2. Apakah penjelasan pada Task 16 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 16 menarik?
4. Apakah kalian bisa mengerjakan Task 16 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 16?
6. Apakah guru memberikan penjelasan secara jelas?  
Apakah guru memantau dan membantu kalian saat kalian mengalami kesulitan?

Q. TASK 17

1. Apakah Task 17 dapat membantu meningkatkan kemampuan kalian dalam menulis?
2. Apakah pesan- pesan singkat pada Task 17 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 17 menarik?
4. Apakah kalian bisa mengerjakan Task 17 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 17?
6. Apakah guru memberikan penjelasan secara jelas?  
Apakah guru memantau dan membantu kalian saat kalian mengalami kesulitan?

#### R. TASK 18

1. Apakah Task 18 dapat membantu meningkatkan kemampuan kalian dalam menulis?
2. Apakah kalimat- kalimat pada Task 18 menarik dan bisa dipahami?
3. Apakah rangkaian kegiatan pada Task 18 menarik?
4. Apakah kalian bisa mengerjakan Task 18 secara sendiri- sendiri?
5. Apakah kalian aktif dalam mengerjakan Task 18?
6. Apakah guru memberikan penjelasan dengan jelas?

## INTERVIEW TRANSCRIPT UNIT 1

(February 2, 2012)

### Note

R :The researcher	S1 :Fani	S3 :Agnes	S5 :Nindi
Ss :The students	S2 :Fendi	S4 :Hesti	S6 :Antin

### TASK 1

R :*OK. Kita mulai dari Task 1. Menurut kalian, apakah Task 1 bisa membantu kalian untuk mendapatkan gambaran tentang topik yang akan dibahas?* (OK. Let us start from Task 1. In your opinion, could Task 1 help you to imagine the topic that would be learnt?)

Ss : *Bisa, Miss.* (Yes, it could, Miss)

R : *Gimana menurutmu, Fani?* (What do you think, Fani?)

S1 : *Ya, Miss. Bisa.* (Yes, it could, Miss.)

R : *Apakah dialog bergambar pada Task 1 menarik dan bisa dipahami?* (Was the pictured dialog in Task 1 interesting and comprehensible?)

S1 : *Ya, miss!* (Yes, it was, Miss.)

R : *Gambarnya jelas tidak?* (Was the picture clear?)

S1 : *Jelas!* (It was clear!)

R : *Menurut kamu gambarnya gimana, Antin? Menarik tidak?* (What do you think about the picture, Antin? Was it interesting?)

S6 : *Menarik, Miss.* (It was interesting, miss.)

R : *Bisa dipahami tidak, Fendi?* (Was it comprehensible, Fendi?)

S2 : *Bisa, Miss.* (Yes, it was, Miss.)

R : *Apakah rangkaian kegiatan pada Task 1 menarik?* (Were the activities in Task 1 interesting?)

Ss : *Ya!* (Yes, they were.)

R : *Menarik?* (Was it interesting?)

S3 : *Ya. Sangat menarik.* (Yes, it was. It was very interesting.)

R : *Apakah kalian bisa mengerjakan Task 1 secara sendiri- sendiri?* (Could you do Task 1 individually?)

Ss : *Bisa, Miss.* (Yes, we could, Miss.)

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 1?* (Were you active to do the activities in Task 1?)

Ss : *Ya, Miss!* (Yes, we were, Miss.)

R : *Apakah guru memberikan perintah secara jelas?* (Did the teacher give the explanation clearly?)

Ss : *Iya!* (Yes, she did.)

R : *Apakah guru memberikan penjelasan secara jelas tentang materi pada Task 1?* (Did the teacher give the explanation about the materials in Task 1 clearly?)

Ss : *Iya, Miss!* (Yes, she did, Miss.)

## **TASK 2**

R : *OK. Kita lanjutkan ke Task 2. Apakah Task 2 bisa membantu kalian dalam meningkatkan kemampuan mendengarkan dan membaca?* (OK. Let us move on to Task 2. Could Task 2 help you to improve your listening and reading skills?)

Ss : *Bisa, Miss.* (Yes, it could, Miss.)

R : *Apakah dialog dan gambar pada Task 2 bisa dipahami?* (Were the dialog and the picture in Task 2 comprehensible?)

Ss : *Bisa!* (Yes, they were.)

R : *Menarik tidak, Fendi?* (Were they interesting, Fendi?)

S2 : *Menarik, Miss.* Yes, they were, Miss.)

R : *Apakah rangkaian kegiatan pada Task 2 menarik dan bisa dipahami?* (Were the activities in Task 2 interesting?)

Ss : *Menarik, Miss!* (Yes, they were, Miss.)

R : *Menurut kamu gimana, Nindi?* (What do you think, Nindi?)

S5 : *Menarik, Miss.* (They were interesting, Miss.)

R : *Apakah kalian bisa mengerjakan Task 2 secara sendiri-sendiri?* (Could you do Task 2 individually?)

Ss : *Bisa!* (Yes, we could.)

R : *Gimana, Hesti? Bisa nggak?* (Could you do it individually, Hesti?)

S4 : *Bisa, Miss!* (Yes, I could, Miss.)

R : *Apakah kalian aktif dalam mengerjakan Task 2?* (Were you active in doing Task 2?)

Ss : *Iya, Miss!* (Yes, we were, Miss.)

R : *Apakah guru memberikan perintah secara jelas?* (Did the teacher give the instructions clearly?)

Ss : *Iya!* (Yes, she did, Miss.)

R : *Menurut kamu gimana, Agnes?* (What do you think, Agnes?)

S3 : *Iya, Miss... Jelas.* (Yes, she did, Miss. She gave instructions clearly.)

R : *Apakah guru memberikan penjelasan mengenai materi pada task 2 secara jelas?* (Did the teacher give the explanation about the materials in Task 2 clearly?)

Ss : *Iya, Miss!* (Yes, she did, Miss.)

## **TASK 3**

R : *Ehm... apakah Task 3 bisa membantu kalian dalam memahami instruksi-instruksi yang digunakan di dalam kelas?* (Could Task 3 help you to understand instructions which are usually used in the classroom?)

Ss : *Bisa, Miss.* (Yes, it could, Miss.)  
 R : *Agnes, menurutmu bagaimana?* (Agnes, what do you think?)  
 S3 : *Iya, Miss... Bisa.* (Yes, it could, Miss.)  
 R : *Apakah Task 3 bisa membantu meningkatkan kemampuan kalian dalam mendengarkan?* (Could Task 3 help you to improve your listening skills?)  
 Ss : *Bisa!* (Yes, it could.)  
 R : *OK. Mari kita lanjutkan ke Task 3.*  
 S4 : *Oalah sing subjek-subjek....* (Err...the grammatical rules...)  
 R : *Kenapa memangnya?* (What's wrong?)  
 S4 : *Yang subjek-subjek itu sulit Miss!* (It was difficult to understand, Miss!)  
 R : *Oh...ya. Saya tahu maksud kalian. Terlalu rumit gitu ya?* (Oh.. I see what you mean. Was it too complex?)  
 Ss : *Iya, Miss!* (Yes, it was, Miss.)  
 R : *Tapi...apakah penjelasan pada Task 3 itu bisa dimengerti ?*  
 (But...anyway... could you understand the explanation in Task 3?)  
 S3 : *Sebagian bisa Miss, tapi yang subjek-subjek itu sulit.* (Some of them were comprehensible, Miss, but the grammatical rules were difficult to understand.)  
 R : *OK. Baiklah. Terimakasih.* (OK. Thank you.)  
 R : *Apakah rangkaian kegiatan pada Task 3 menarik?* (Were the activities in Task 3 interesting?)  
 Ss : *Iya, Miss!* (Yes, they were, Miss.)  
 R : *Menurut kamu gimana, Fendi?* (What do you think, Fendi?)  
 S2 : *Menarik, Miss.* (It was interesting, Miss.)  
 R : *Apakah kalian bisa mengerjakan Task 3 secara sendiri- sendiri?* (Could you do Task 3 individually?)  
 Ss : *Bisa!* (Yes, we could.)  
 R : *Antin gimana?* (What about you, Antin? Could you do it individually?)  
 S6 : *Bisa, Miss.* (Yes, I could, Miss.)  
 R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 3?* (were you active to do the activities in Task 3?)  
 Ss : *Iya, Miss.* (Yes, we were, Miss.)  
 R : *Apakah guru memberikan perintah secara jelas?* (Did the teacher give the instructions clearly?)  
 Ss : *Iya, Miss.* (Yes, she did, Miss.)  
 R : *Apakah guru memberikan penjelasan secara jelas, Nindi?* (Did the teacher give the explanation clearly, Nindi?)  
 S6 : *Iya, Miss.* (Yes, she did, Miss.)

#### **TASK 4**

R : *Apakah Task 4 bisa membantu meningkatkan kemampuan kalian dalam mendengarkan?* (Could Task 4 help you to improve your listening skills?)

Ss : *Bisa, Miss.* (Yes, it could, Miss.)  
 R : *Menurut kamu, Antin?* (What do you think, Antin?)  
 S6 : *Bisa, Miss.* (Yes, it could, Miss.)  
 R : *Apakah perintah- perintah yang diucapkan oleh guru bisa dipahami?* (Were the instructions said by the teacher comprehensible?)  
 Ss : *Bisa!* (Yes, they were.)  
 R : *Menurut kamu gimana, Hesti?* (What do you think, Hesti?)  
 S4 : *Bisa dipahami, Miss.* (They were comprehensible, Miss.)  
 R : *Apakah itu menarik?* (Were they interesting?)  
 S4 : *Menarik!* (Yes, they were.)  
 R : *Apakah rangkaian kegiatan pada Task 4 menarik?* (Were the activities in Task 4 interesting?)  
 Ss : *Iya!* (Yes, they were.)  
 R : *Menurutmu gimana, Fendi?* (What do you think, Fendi?)  
 S2 : *Menarik, Miss.* (It was interesting, Miss.)  
 R : *Mengapa?* (Why?)  
 S2 : *Ehm....gayeng gitu Miss..hehe...* (Err... it was fun, Miss. Haha...)  
 R : *Apakah kalian bisa mengerjakan Task 4 secara sendiri- sendiri?* (Could you do Task 4 individually?)  
 Ss : *Bisa, Miss!* (Yes, we could, Miss.)  
 R : *Gimana, Fani?* (Could you do it individually, Fani?)  
 S1 : *Bisa.* (Yes, I could.)  
 R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 4?* (Were you active to do the activities in Task 4?)  
 Ss : *Iya!* (Yes, we were.)  
 R : *Agnes, gimana?* (Were you active, Agnes?)  
 S3 : *Iya, Miss.* (Yes, I was, Miss.)  
 R : *Apakah peran guru memberikan perintah secara jelas?* (Did the teacher give the instructions clearly?)  
 Ss : *Iya, Miss!* (Yes, she did, Miss.)  
 R : *Apakah guru mengamati dan membimbing kalian saat kalian melakukan kegiatan pada Task 4?* (Did the teacher observe and guide you when you did the activities in Task 4?)  
 Ss : *Iya.* (Yes, she did.)

### **TASK 5**

R : *Apakah Task 5 bisa membantu kalian dalam meningkatkan kemampuan mendengarkan kalian?* (Could Task 5 help you to improve your listening skills?)  
 Ss : *Bisa.* (Yes, it could.)  
 R : *Gimana menurutmu, Hesti?* (What do you think, Hesti?)  
 S4 : *Bisa, Miss.* (Yes, it could, Miss.)



R : *Apakah instruksi- instruksi yang diucapkan oleh guru bisa dipahami?* (Were instructions said by the teacher comprehensible?)

Ss : *Iya!* (Yes, they were.)

R : *Menarik apa tidak?* (Were they interesting?)

Ss : *Menarik!* (Yes, they were.)

R : *Menurutmu gimana, Fendi?* (What do you think, Fendi?)

S2 : *Menarik, Miss.* (They were interesting, Miss.)

R : *Apakah rangkaian kegiatan pada Task 5 menarik?* (Were the activities in Task 5 interesting?)

Ss : *Iya!* (Yes, they were.)

R : *Nindi, menurutmu bagaimana?* (What do you think, Nindi?)

S5 : *Sangat menarik Miss!* (It was very interesting, Miss!)

R : *Mengapa?* (Why?)

S5 : *Gayeng!* (It was so fun!)

S4 : *Iya, gayeng...pas dihukum pake bedak itu lho Miss...hehe...* (Yes, it was so fun! Especially when some of us were punished using powder...hehe...)

R : *Apakah kalian bisa mengerjakan Task 5 secara bersama-sama sekelas?* (Could you do Task 5 in whole class?)

Ss : *Bisa!* (Yes, we could.)

R : *Antin, menurutmu bagaimana?* (What do you think, Antin?)

S6 : *Bisa, Miss.* (Yes, I could, Miss.)

R : *Apakah kalian kalian aktif dalam mengerjakan Task 5?* (Were you active in doing Task 5?)

Ss : *Iya.* (Yes, we were.)

R : *Apakah guru memberikan instruksi secara jelas pada Task 5?* (Did the teacher give the instructions clearly in Task 5?)

Ss : *Iya, Miss!* (Yes, she did, Miss.)

R : *Apakah guru memberikan penjelasan secara jelas?* (Did the teacher give the explanation clearly?)

Ss : *Iya.* (Yes, she did.)

### **TASK 6**

R : *Apakah Task 6 bisa membantu meningkatkan pengetahuan kosa kata kalian?* (Could Task 6 help you to improve your vocabulary mastery?)

Ss : *Iya.* (Yes, it could.)

R : *Apakah Task 6 bisa membantu meningkatkan kemampuan kalian dalam mengucapkan kata- kata?* (Could Task 6 help you to improve your skill on pronouncing the words?)

Ss : *Iya, Miss!* (Yes, it could, Miss.)

R : *Apakah kosakata bergambar pada Task 6 menarik?* (Was the pictured vocabulary in Task 6 interesting?)

Ss : *Sangat menarik, Miss.* (It was very interesting, Miss.)

R : *Mengapa menarik, Agnes?* (Why was it interesting, Agnes?)  
 S3 : *Warna-warni gambarnya, Miss. Hehe...* (It was colorful, Miss.)  
 R : *Bisa dipahami tidak?* (Was it comprehensible?)  
 Ss : *Bisa!* (Yes, it was.)  
 R : *Apakah rangkaian kegiatan pada Task 6 menarik?* (Were the activities in Task 6 interesting?)  
 Ss : *Iya, Miss!* (Yes, they were, Miss.)  
 R : *Menurut kamu gimana, Nindi?* (What do you think, Nindi?)  
 S5 : *Menarik, Miss.* (They were interesting, Miss.)  
 R : *Apakah kalian bisa mengerjakan Task 6 secara bersama-sama dengan teman sekelas?* (Could you do Task 6 in whole class?)  
 Ss : *Bisa, Miss.* (Yes, we could, Miss.)  
 R : *Kesulitan tidak?* (Was it difficult?)  
 Ss : *Tidak.* (No, it was not, Miss.)  
 R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 6?* (Were you active to do the activities in Task 6?)  
 Ss : *Iya, Miss.* (Yes, we were, Miss.)  
 R : *Apakah guru menerangkan kosakata pada Task 6 secara jelas?* (Did the teacher explain about the vocabulary in Task 6 clearly?)  
 Ss : *Iya, Miss!* (Yes, she did, Miss.)  
 R : *Fendi, menurutmu gimana?* (Fendi, what do you think?)  
 S2 : *Sangat jelas menerangkannya, Miss.* (She explained very clearly.)  
 R : *Suka tidak dijelaskan dengan menggunakan gambar- gambar itu?* (Were you happy to be explained by using pictures?)  
 Ss : *Sangat senang.* (We were very happy.)  
 R : *Apakah guru membantu saat kalian mengalami kesulitan?* (Did the teacher help you when you had difficulties?)  
 Ss : *Iya!* (Yes, she did.)

### **TASK 7**

R : *Apakah Task 7 bisa membantu meningkatkan kemampuan kalian dalam berbicara?* (Could Task 7 help you to improve your speaking skills?)  
 Ss : *Bisa, Miss.* (Yes, it could, Miss.)  
 R : *Coba, misalnya kamu mau meminjam pensil dari temanmu, kamu seharusnya bilang gimana?* (For example you want to borrow a pencil from your friend. What should you say?)  
 Ss : *"May I borrow your pencil?"*  
 R : *"Very good!" Terus misalnya pensilnya itu boleh dipinjam, apa yang seharusnya dikatakan oleh yang punya pensil itu?* (Very good! If the pencil can be borrowed, what should be said by the pencil owner?)  
 Ss : *"Sure."*  
 R : *Selain itu bisa mengucapkan apalagi?* (What is else?)

Ss : "Certainly."  
 R : "Very good!"  
 R : *Apakah teks dialog pada Task 7 bisa dipahami?* (Was the dialog in Task 7 comprehensible?)  
 Ss : *Bisa.* (Yes, it was.)  
 R : *Menarik apa tidak, Fani?* (Was it interesting, Fani?)  
 S1 : *Menarik, Miss.* (Yes, it was, Miss.)  
 R : *Kalo gambarnya gimana? Menarik tidak?* (How about the picture? Was it interesting?)  
 S1 : *Menarik!* (Yes, it was.)  
 R : *Jelas tidak itu gambarnya?* (Was the picture clear?)  
 S1 : *Jelas!* (Yes, it was.)  
 R : *Bisa dipahami maksudnya?* (Was it comprehensible?)  
 S1 : *Bisa, Miss.* (Yes, it was, Miss.)  
 R : *Apakah rangkaian kegiatan pada Task 7 menarik?* (Were the activities in Task 7 interesting?)  
 S1 : *Iya!* (Yes, they were.)  
 R : *Menurut kamu, Antin?* (What do you think, Antin?)  
 S1 : *Menarik, Miss.* (They were interesting, Miss.)  
 R : *Apakah kalian bisa mengerjakan Task 7 secara berpasangan?* (Could you do Task 7 in pairs?)  
 Ss : *Bisa, Miss.* (Yes, we could, Miss.)  
 R : *Kesulitan tidak berkerjasama dengan pasangan kalian?* (Was it difficult to work with your partners?)  
 Ss : *Tidak, Miss.* (No, it was not, Miss.)  
 R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 7?* (Were you active to do the activities in task 7?)  
 Ss : *Iya, Miss!* (Yes, we are, Miss.)  
 R : *Apakah guru menerangkan materi pada Task 7 secara jelas?* (Did the teacher explain the materials in Task 7 clearly?)  
 Ss : *Iya, Miss!* (Yes, she did, Miss.)  
 R : *Apakah guru memantau dan membantu kalian saat kalian mempraktikkan dialog?* (Did the teacher observe and help you when you practiced the dialog?)  
 Ss : *Iya.* (Yes, she did.)

### **TASK 8**

R : *Apakah Task 8 bisa membantu kalian dalam meningkatkan kemampuan berbicara?* (Could Task 8 help you to improve your speaking skills?)  
 Ss : *Bisa!* (Yes, it could.)  
 R : *Hesti, gimana menurut kamu?* (Hesti, what do you think?)  
 S4 : *Bisa, Miss.* (Yes, it could, Miss.)

R : *Apakah penjelasan pada Task 8 bisa dipahami?* (Was the explanation, in Task 8 interesting?)  
 Ss : *Iya, Miss.* (Yes, it was, Miss.)  
 R : *Teks dialognya gimana? Menarik dan bisa dipahami tidak?* (How were the dialogs? Were they interesting and comprehensible?)  
 Ss : *Bisa!* (Yes, they were.)  
 R : *Gimana dengan gambar- gambarnya? Menarik nggak?* (How about the pictures? Were they interesting?)  
 Ss : *Menarik, Miss.* (Yes, they were, Miss.)  
 R : *Apakah rangkaian kegiatan pada Task 8 menarik?* (Were the activities in Task 8 interesting?)  
 Ss : *Iya, Miss.* (Yes, they were, Miss.)  
 R : *Agnes, menurut kamu gimana?* (What do you think, Agnes?)  
 S3 : *Menarik, Miss.* (They were interesting, Miss.)  
 R : *Apakah kalian bisa mengerjakan Task 8 secara berpasangan?* (Could you do Task 8 in pairs?)  
 Ss : *Bisa, Miss.* (Yes, we could, Miss.)  
 R : *Kesulitan tidak berkerjasama dengan temanmu?* (Was it difficult to work with your partners?)  
 Ss : *Tidak.* (No, it was not.)  
 R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 8?* (Were you active to do the activities in Task 8?)  
 Ss : *Iya, Miss.* (Yes, we were, Miss.)  
 R : *Apakah guru menerangkan materi pada Task 8 secara jelas?* (Did the teacher explain the materials in Task 8 clearly?)  
 Ss : *Iya, Miss.* (Yes, she did, Miss.)  
 R : *Apakah guru memantau dan membantu saat kalian mempraktikkan dialog* (Did the teacher observe and help you when you practiced the dialogs?)  
 Ss : *Iya!* (Yes, she did.)

## **TASK 9**

R : *Apakah Task 9 bisa membantu kalian dalam meningkatkan kemampuan berbicara?* (Could Task 9 help you to improve your speaking skills?)  
 Ss : *Iya, Miss.* (It could, Miss.)  
 R : *Menurutmu menurutmu gimana, Antin?* (What do you think, Antin?)  
 S6 : *Iya, Miss. Bisa membantu.* (Yes, it could, Miss.)  
 R : *Apakah gambar- gambar pada Task 9 menarik?* (Were the pictures in Task 9 interesting?)  
 Ss : *Iya!* (Yes, they were.)  
 R : *Bisa dipahami tidak, Fani?* (Were they comprehensible, Fani?)  
 S1 : *Bisa, Miss.* (Yes, they were, Miss.)

R : *Apakah rangkaian kegiatan pada Task 9 menarik?* (Were the activities in Task 9 interesting?)  
 Ss : *Iya, Miss!* (Yes, they were, Miss.)  
 R : *Menurut kamu, Nindi?* (What do you think, Nindi?)  
 S5 : *Menarik, Miss.* (They were interesting, Miss.)  
 R : *Apakah kalian bisa mengerjakan Task 9 secara berpasangan?* (Could you do Task 9 in pairs?)  
 Ss : *Bisa, Miss.* (Yes, we could, Miss.)  
 R : *Kesulitan nggak bekerjasama dengan temanmu?* (Was it difficult for you to work with your partners?)  
 Ss : *Tidak, Miss.* (No, it was not, Miss.)  
 R : *Apakah kalian aktif dalam mengerjakan Task 9?* (Were you active in doing Task 9?)  
 Ss : *Iya.* (Yes, we were.)  
 R : *Hesti, gimana?* (Hesti, how about you?)  
 S4 : *Aktif, Miss.* (I was active, Miss.)  
 R : *Apakah guru memberikan contoh secara jelas pada Task 9?* (Did the teacher give the examples clearly in Task 9?)  
 Ss : *Iya, Miss.* (Yes, she did, Miss.)  
 R : *Apakah guru membantu kalian jika kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)  
 Ss : *Iya!* (Yes, she did.)  
 R : *Apakah guru memantau dan membantu kalian saat kalian bermain peran?* (Did the teacher observe and help you when you did the role-plays?)  
 Ss : *Iya.* (Yes, she did.)

### **TASK 10**

R : *Apakah Task 10 bisa membantu meningkatkan kemampuan berbicara kalian?* (Could task 10 help you to improve your speaking skills?)  
 Ss : *Bisa!.* (Yes, it, could.)  
 R : *Gimana Antin, menurut kamu?* (What do you think, Antin?)  
 S6 : *Bisa, Miss.* (Yes, it could, Miss.)  
 R : *Apakah teks dialog pada Task 10 menarik?* (Was the dialog in Task 10 interesting?)  
 Ss : *Iya, Miss!* (Yes, it was, Miss.)  
 R : *Bisa dipahami tidak, Fendi?* (Was it comprehensible, Fendi?)  
 S2 : *Bisa, Miss.* (Yes, it was, Miss.)  
 R : *Kalau gambarnya gimana? Menarik tidak?* (How about the picture? Was it interesting?)  
 S2 : *Menarik.* (Yes, it was.)  
 R : *Bisa dipahami?* (Was it comprehensible?)  
 S2 : *Bisa!* (Yes, it was.)

- R : *Apakah rangkaian kegiatan pada Task 10 menarik?* (Were the activities in Task 10 interesting?)
- Ss : *Iya!* (Yes, they were.)
- R : *Menurutmu gimana, Nindi?* (What do you think, Nindi?)
- S5 : *Menarik, Miss.* (Yes, they were, Miss.)
- R : *Apakah kalian bisa mengerjakan Task 10 secara berpasangan?* (Could you do task 10 in pairs?)
- Ss : *Bisa!* (Yes, we could.)
- R : *Apakah kalian aktif dalam mengerjakan Task 10?* (Were you active in doing Task 10?)
- Ss : *Iya, Miss!* (Yes, we were, Miss.)
- R : *Apakah guru memberikan penjelasan secara jelas pada Task 10?* (Did the teacher give the explanation clearly in Task 10?)
- Ss : *Iya, Miss.* (Yes, she did, Miss.)
- R : *Apakah guru memantau kalian saat kalian mempraktikkan dialog?* (Did the teacher observe you when you practiced the dialog?)
- Ss : *Iya.* (Yes, she did.)
- R : *Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you had difficulties?)
- Ss : *Iya, Miss.* (Yes, she did, Miss.)

### **TASK 11**

- R : *Apakah Task 11 bisa membantu kalian untuk memahami ungkapan-ungkapan yang digunakan untuk menanyakan dan menyatakan jumlah?* (Could Task 11 help you to understand the expressions to ask and give information about quantity?)
- Ss : *Iya, Miss!* (Yes, it could, Miss.)
- R : *Apakah penjelasan pada Task 11 bisa dipahami, Hesti?* (Was the explanation in Task 11 comprehensible, Hesti?)
- S4 : *Bisa, tapi yang subjek-subjek itu sulit, Miss...* (Yes, it was, but the grammatical rules were difficult to understand, Miss.)
- R : *Sulit ya?* (Was it difficult?)
- Ss : *Iya, Miss...* (Yes, it was, Miss.)
- R : *Tapi kalian paham tidak bagaimana cara menanyakan jumlah dan menjawabnya?* (But...did you understand how to ask and give information about quantity?)
- Ss : *Paham, Miss.* (We understood, Miss.)
- R : *OK. Berarti kalian pengen penjelasan tentang pola-pola kalimat itu disederhanakan gitu kan?* (OK. So, you want the explanation about the grammatical rules were simplified, right?)
- Ss : *Iya, Miss.* (That is right, Miss.)

R : *Apakah kegiatan pada Task 11 menarik?* (Were the activities in Task 11 interesting?)  
 Ss : *Iya, Miss.* (Yes, they were, Miss.)  
 R : *Apakah kalian bisa mengerjakan Task 11 secara sendiri- sendiri?* (Could you do Task 11 individually?)  
 Ss : *Bisa, Miss.* (Yes, we could, Miss.)  
 R : *Menurutmu gimana, Agnes?* (What do you think, Agnes?)  
 S3 : *Bisa, Miss.* (Yes, I could, Miss.)  
 R : *Apakah kalian aktif dalam mengerjakan Task 11?* (Were active in doing Task 11?)  
 Ss : *Iya, Miss.* (Yes, we were, Miss.)  
 R : *Apakah guru memberikan perintah yang jelas pada Task ini?* (Did the teacher give the instruction clearly in this task?)  
 Ss : *Iya!* (Yes, she did.)  
 R : *Apakah guru merangkan materi pada task ini secara jelas?* (Did the teacher explain the materials in this task clearly?)  
 Ss : *Iya, Miss.* (Yes, she did, Miss.)  
 R : *Kalian bisa paham?* (Could you understand it?)  
 Ss : *Bisa.* (Yes, we could.)

## **TASK 12**

R : *Apakah Task 12 bisa membantu meningkatkan kemampuan berbicara kalian?* (Could Task 12 help you to improve your speaking skills?)  
 Ss : *Bisa.* (Yes, it could, Miss.)  
 R : *Apakah kalian sudah bisa menanyakan dan menjawab pertanyaan tentang jumlah dalam Bahasa Inggris?* (Could you ask and give information about quantity in English?)  
 Ss : *Bisa, Miss!* (Yes, we could, Miss.)  
 R : *Apakah dialog bergambar pada Task 12 menarik?* (Was the pictured dialog in Task 12 interesting?)  
 Ss : *Menarik!* (Yes, it was.)  
 R : *Bisa dipahami tidak?* (Was it comprehensible?)  
 Ss : *Bisa, Miss.* (Yes, it was, Miss.)  
 R : *Gambar- gambar di tabel itu menarik tidak?* (Were the pictures in the table interesting?)  
 Ss : *Menarik!* (Yes, they were.)  
 R : *Jelas tidak gambarnya?* (Were the pictures clear?)  
 Ss : *Jelas, Miss.* (Yes, they were, Miss.)  
 R : *Apakah rangkaian kegiatan pada Task 12 menarik?* (Were the activities in Task 12 interesting?)  
 Ss : *Iya.* (Yes, they were.)  
 R : *Menurutmu gimana, Fendi?* (What do you think, Fendi?)

S2 : *Menarik, Miss.* (They were interesting, Miss.)  
 R : *Apakah kalian bisa mengerjakan task ini secara bersama-sama dengan teman sekelas?* (Could you do this task in whole class?)  
 Ss : *Bisa.* (Yes, we could.)  
 R : *Bisa Hesti?* (Could you do it in whole class, Hesti?)  
 Ss : *Bisa, Miss. Gayeng...hehe...* (Yes, I could, Miss. It was so fun. Haha...)  
 R : *Apakah kalian aktif dalam mengerjakan task 12?* (Were you active in doing Task 12?)  
 Ss : *Iya, Miss.* (Yes, we were, Miss.)  
 R : *Apakah guru memantau saat kalian bermain survey game?* (Did the teacher help you when you play Survey Game?)  
 Ss : *Iya!* (Yes, she did.)  
 R : *Apakah guru membantu kalian saat kalian mengalami kesulitan?* (did the teacher help you when you found difficulties?)  
 Ss : *Iya.* (Yes, she did.)

### **TASK 13**

R : *Kita lanjutkan ke Task 13 ya... Menurut kalian, apakah Task 13 bisa membantu meningkatkan kemampuan membaca kalian?* (Let us move on Task 13. Could Task 13 could help you to improve your reading skills?)  
 Ss : *Bisa, Miss.* (Yes, it could, Miss.)  
 R : *Apakah teks deskriptif bergamabar pada Task 13 itu menarik?* (Was the pictured descriptive text in Tasks 13 interesting?)  
 Ss : *Menarik!* (Yes, it was.)  
 R : *Kalian bisa memahaminya tidak?* (Could you comprehend it?)  
 Ss : *Bisa, Miss!* (Yes, we could, Miss.)  
 R : *Kalau gambar- gambarnya gimana? Menarik tidak?* (How about the pictures? Were they interesting?)  
 Ss : *Menarik!* (Yes, they were.)  
 R : *Bisa dipahami?* (Were they comprehensible?)  
 Ss : *Bisa!* (Yes, they were.)  
 R : *Apakah rangkaian kegiatan pada Task 13 menarik?* (Were the activities in Task 13 interesting?)  
 Ss : *Menarik, Miss!* (Yes, they were, Miss.)  
 R : *Gimana menurutmu, Antin?* (What do you think, Antin?)  
 S6 : *Menarik, Miss.* (They were interesting, Miss.)  
 R : *Apakah kalian bisa mengerjakan Task 13 secara sendiri- sendiri?* (Could you do Task 13 individually?)  
 Ss : *Bisa, Miss.* (Yes, we could, Miss.)  
 R : *Gimana, Hesti?* (How about you, Hesti?)  
 S4 : *Bisa, Miss.* (I could do it individually, Miss.)



- R : *Apakah kalian aktif dalam mengerjakan Task 13?* (Were you active in doing Task 13?)
- Ss : *Iya, Miss.* (Yes, we were, Miss.)
- R : *Apakah guru memberikan perintah secara jelas pada Task 13?* (Did the teacher give the instructions clearly in Task 13?)
- Ss : *Iya!* (Yes, she did.)
- R : *Apakah guru memberikan penjelasan tentang materi pada Task 13 secara jelas?* (Did the teacher give the explanation about the materials in Task 13 clearly?)
- Ss : *Iya, Miss.* (Yes, she did, Miss.)

#### **TASK 14**

- R : *Apakah Task 14 bisa membantu meningkatkan kemampuan kalian dalam membaca?* (Could Task 14 help you to improve your reading skills?)
- Ss : *Bisa.* (Yes, it could.)
- R : *Menurutmu gimana Fendi?* (What do you think, Fendi?)
- S2 : *Bisa, Miss.* (Yes, it could, Miss.)
- R : *Apakah teks deskriptif bergambar pada Task 14 menarik?* (Was the pictured descriptive text in Task 14 interesting?)
- Ss : *Iya, Miss!* (Yes, it was, Miss.)
- R : *Bisa dipahami tidak?* (Was it comprehensible?)
- Ss : *Bisa.* (Yes, it was.)
- R : *Apakah rangkaian kegiatan pada Task 14 menarik?* (Were the activities in Task 14 interesting?)
- Ss : *Iya, Miss!* (Yes, they were, Miss.)
- R : *Apakah kalian bisa mengerjakan Task 14 secara sendiri- sendiri?* (Could you do Task 14 individually?)
- Ss : *Bisa, Miss.* (Yes, we could, Miss.)
- R : *Bisa, Antin?* (Could you do it individually, Antin?)
- S6 : *Bisa, Miss.* (Yes, I could, Miss.)
- R : *Apakah kalian aktif dalam mengerjakan Task 14?* (Were you active in doing Task 14?)
- Ss : *Iya, Miss.* (Yes, we were, Miss.)
- R : *Apakah guru memberikan perintah secara jelas pada Task 14?* (Did the teacher give the instruction clearly in Task 14?)
- Ss : *Iya, Miss.* (Yes, she did, Miss.)
- R : *Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan Task 14?* (Did the teacher help you when you found difficulties in doing Task 14?)
- Ss : *Iya!* (Yes, she did.)

### **TASK 15**

- R : *Apakah Task 15 bisa membantu meningkatkan kemampuan kalian dalam membaca?* (Could Task 15 help you to improve your reading skills?)
- Ss : *Bisa, Miss.* (Yes, it could, Miss.)
- R : *Gimana, Nindi?* (What do you think, Nindi?)
- S5 : *Bisa, Miss.* (Yes, it could, Miss.)
- R : *Apakah teks deskriptif bergambar yang juga digunakan pada Task 14 itu menarik?* (Was the pictured descriptive text which was also used in Task 14 interesting?)
- Ss : *Menarik.* (Yes, it was.)
- R : *Pertanyaan- pertanyaannya bisa dipahami tidak?* (Were the questions comprehensible?)
- Ss : *Bisa!* (Yes, they were.)
- R : *Apakah rangkaian kegiatan pada Task 15 menarik?* (Were the activities in Task 15 interesting?)
- Ss : *Iya, Miss.* (Yes, they were, Miss.)
- R : *Apakah kalian bisa mengerjakan Task 15 secara sendiri- sendiri?* (Could you do Task 15 individually?)
- Ss : *Bisa!* (Yes, we could.)
- R : *Fani bisa?* (Could you do it individually, Fani?)
- S1 : *Bisa, Miss.* (Yes, I could, Miss.)
- R : *Hesti?* (How about you, Hesti?)
- S4 : *Bisa, Miss.* (Yes, I could, Miss.)
- R : *Apakah kalian aktif dalam mengerjakan Task 15?* (Were you active in doing Task 15?)
- Ss : *Iya, Miss.* (Yes, we were, Miss.)
- R : *Apakah guru memberikan perintah secara jelas pada Task 15?* (Did the teacher give the instruction clearly in Task 15?)
- Ss : *Iya!* (Yes, she did.)
- R : *Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you had difficulties?)
- Ss : *Iya, Miss.* (Yes, she did, Miss.)

### **TASK 16**

- R : *Apakah Task 16 bisa membantu kalian untuk memahami notice dan cara membuatnya?* (Could Task 16 help you to understand about notices and the ways to make it?)
- Ss : *Bisa!* (Yes, it could.)
- R : *Apakah contoh notices dan penjelasan pada Task 16 bisa dipahami?* (Were the notices and the explanation in Task 16 comprehensible?)
- Ss : *Bisa!* (Yes, they were.)
- R : *Menarik tidak, Antin?* (Were they interesting, Antin?)

S6 : *Menarik, Miss.* (Yes, they were, Miss.)  
 R : *Apakah rangkaian kegiatan pada Task 16 menarik?* (Were the activities in Task 16 interesting?)  
 S6 : *Iya, Miss.* (Yes, they were, Miss.)  
 R : *Menurutmu gimana, Fendi?* (What do you think, Fendi?)  
 S2 : *Menarik, Miss.* (They were interesting, Miss.)  
 R : *Apakah kalian bisa mengerjakan Task 16 secara berpasangan?* (Could you do Task 16 in pairs?)  
 Ss : *Bisa, Miss.* (Yes, we could, Miss.)  
 R : *Bisa, Agnes?* (Could you do it in pair, Agnes?)  
 S3 : *Bisa, Miss.* (Yes, I could, Miss.)  
 R : *Apakah kalian aktif dalam mengerjakan Task 16?* (Were you active in doing Task 16?)  
 Ss : *Iya, Miss.* (Yes, we were, Miss.)  
 R : *Apakah guru memberikan penjelasan tentang materi pada task 16 secara jelas?* (Did the teacher explain the materials in Task 16 clearly?)  
 Ss : *Iya, Miss!* (Yes, she did, Miss.)

### **TASK 17**

R : *Apakah Task 17 bisa membantu meningkatkan kemampuan kalian dalam menulis?* (Could Task 17 help you to improve your writing skills?)  
 Ss : *Bisa, Miss.* (Yes, it could, Miss.)  
 R : *Gimana Fendi menurutmu?* (What do you think, Fendi?)  
 S2 : *Bisa, Miss.* (Yes, it could, Miss.)  
 R : *Apakah kalimat- kalimat pada Task 17 menarik?* (Were the sentences in Task 17 interesting?)  
 Ss : *Iya, Miss!* (Yes, they were, Miss.)  
 R : *Bisa dipahami tidak?* (Were they comprehensible?)  
 Ss : *Bisa. (Yes, they were.)*  
 R : *Apakah rangkaian kegiatan pada Task 17 menarik?* (Were the activities in Task 17 interesting?)  
 Ss : *Iya!* (Yes, they were.)  
 R : *Gimana, Hesti menurutmu?* (What do you think, Hesti?)  
 S4 : *Menarik, Miss.* (They were interesting, Miss.)  
 R : *Apakah kalian bisa mengerjakan Task 17 secara sendiri- sendiri?* (Could you do Task 17 individually?)  
 Ss : *Bisa, Miss!* (Yes, we could, Miss.)  
 R : *Apakah kalian aktif dalam mengerjakan Task 17?* (Were you active in doing Task 17?)  
 Ss : *Iya, Miss!* (Yes, we were, Miss.)  
 R : *Apakah guru memberikan perintah secara jelas pada Task 17?* (Did the teacher give the instruction clearly in Task 17?)

Ss : *Iya, Miss.* (Yes, she did, Miss.)  
 R : *Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you had difficulties?)  
 Ss : *Iya!* (Yes, she did.)

### **TASK 18**

R : *Apakah Task 18 bisa membantu kalian dalam meningkatkan kemampuan menulis?* (Could Task 18 help you to improve your writing skills?)  
 Ss : *Bisa!* (Yes, it could.)  
 R : *Apakah kalimat- kalimat pada task 18 bisa dipahami?* (Were the sentences in Task 18 comprehensible?)  
 Ss : *Bisa, Miss.* (Yes, they were, Miss.)  
 R : *Menarik apa tidak tidak?* (Were they interesting?)  
 Ss : *Menarik!* (Yes, they were.)  
 R : *Apakah rangkaian kegiatan pada Task 12 menarik?* (Were the activities in Task 18 interesting?)  
 Ss : *Menarik, Miss!* (Yes, they were, Miss.)  
 R : *Apakah kalian bisa mengerjakan Task 18 secara sendiri- sendiri?* (Could you do Task 18 individually?)  
 Ss : *Bisa!* (Yes, we could.)  
 R : *Fani bisa?* (Could you do it individually, Fani?)  
 S1 : *Bisa, Miss.* (Yes, I could, Miss.)  
 R : *Apakah kalian aktif dalam mengerjakan Task 18?* (Were you active in doing Task 18?)  
 Ss : *Ya, Miss!* (Yes, we were, Miss.)  
 R : *Apakah guru memberikan perintah secara jelas pada Task 18?* (Did the teacher give the instruction clearly in Task 18?)  
 Ss : *Iya!* (Yes, she did.)  
 R : *Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you had difficulties?)  
 Ss : *Iya, Miss.* (Yes, she did, Miss.)

## INTERVIEW TRANSCRIPT UNIT 2

(February 7, 2012)

### Note

R :The researcher	S1 :Fani	S3 :Agnes	S5 :Nindi
Ss :The students	S2 :Fendi	S4 :Hesti	S6 :Antin

### TASK 1

R : *Oke. Mari kita mulai dari Task 1 ya...* (OK. Let us start from Task 1.)  
Ss : *Ya Miss...* (OK, Miss.)  
R : *Apakah setelah mempelajari Task 1 kalian bisa mendapatkan gambaran tentang topik yang akan dibahas?* (Could you imagine topic that would be learnt after studying Task 1?)  
Ss : *Iya!* (Yes, we could.)  
R : *Mendapatkan gambaran?* (You could imagine what you would learn, couldn't you?)  
S3 : *Iya Miss, jadi punya bayangan.* (Yes Miss, we could imagine the topic that would be learnt.)  
R : *Apakah dialog bergambar pada Task 1 menarik dan bisa dipahami?* (Was the pictured dialog in Task 1 interesting and comprehensible?)  
Ss : *Ya, Miss!* (Yes, it was, Miss.)  
R : *Kenapa menarik.* (Why was it interesting?)  
S3 : *Gambarnya lucu dan warnanya bagus, Miss.* (The picture was funny and colorful, Miss.)  
R : *Oke. Apakah rangkaian kegiatan pada Task 1 menarik?* (OK. Was the procedure in Task 1 interesting?)  
Ss : *Ya, Miss!* (Yes, it was, Miss.)  
R : *Menurutmu gimana Nindi?* (What do you think, Nindi?)  
S5 : *Menarik Miss.* (It was interesting, Miss.)  
R : *Apakah kalian mengerjakan Task 1 secara sendiri- sendiri?* (Did you do task 1 individually?)  
Ss : *Iya, Miss.* (Yes, we did, Miss.)  
R : *Bisa?* (Could you do it individually?)  
Ss : *Bisa!.* (Yes, we could.)  
R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 1?* (Were you active in doing the activities in Task 1?)  
Ss : *Iya, Miss!* (Yes, we were, Miss.)  
R : *Apakah guru membantu kalian dalam memahami materi pada Task 1?* (Did the teacher help you to understand the materials in Task 1?)  
Ss : *Iya, Miss!* (Yes, she did, Miss.)

## **TASK 2**

- R : *Oke. Sekarang Task 2 ya... Apakah Task 2 dapat meningkatkan kosakata kalian?* (OK. Now, let us move on Task 2. Could Task 2 improve your vocabulary mastery?)
- Ss : *Iya, Miss!* (Yes, it could, Miss.)
- R : *Menurutmu gimana, Hes?* (What do you think, Hes?)
- S4 : *Iya Miss.* (Yes, it could, Miss.)
- R : *Iya gimana? Kamu jadi bisa ngapain?* (What do you mean? What did you get after doing Task 2?)
- S4 : *Menambah pengetahuan kosakata sama berlatih anu...apa ya...* (Improving my vocabulary mastery and....err...what is it....)
- R : *Mengucapkan kata-kata dengan benar?* (Pronouncing the words correctly?)
- S4 : *Iya, Miss. Berlatih mengucapkan kata- kata dengan benar.* (That is right. We could pronounce the words correctly.)
- R : *Apakah kosakata dan gambar-gambar pada task 2 menarik dan bisa dipahami? Menurutmu gimana, Agnes?* (Were the vocabulary and the pictures in Task 2 interesting and comprehensible? What do you think, Agnes?)
- S3 : *Sangat menarik, Miss.* (Those were very interesting, Miss.)
- R : *Kenapa?* (Why?)
- S3 : *Karena ada bermacam- macam gambar makanan yang lucu- lucu... hehe...* (There were various pictures of food which were funny... hehe...)
- R : *Gambarnya jelas tidak itu?* (Were the pictures clear?)
- Ss : *Jelas, Miss.* (Those were clear, Miss.)
- R : *Apakah rangkaian kegiatan pada Task 2 menarik?* (Were the activities in Task 2 interesting?)
- Ss : *Ya, Miss.* (Yes, it was, Miss.)
- R : *Apakah kalian mengerjakan Task 2 secara sendiri- sendiri?* (Did you do Task 2 individually?)
- Ss : *Iya, Miss.* (Yes, we did, Miss.)
- R : *Kesulitan apa tidak untuk mengerjakan Task 2 secara individu?* (Was it difficult for you to do Task 2 individually?)
- Ss : *Tidak Miss.* (No, it was not, Miss.)
- R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 2?* (Were you active to do the activities in Task 2?)
- Ss : *Iya, Miss!* (Yes, we were, Miss.)
- R : *Apakah guru membantu kalian dalam memahami materi pada Task 2?* (Did the teacher help you to understand the materials in Task 2?)
- Ss : *Membantu, Miss.* (Yes, she did, Miss.)
- R : *Senang tidak waktu guru menjelaskan dengan gambar- gambar?* (Were you happy when she explained using pictures?)
- S4 : *Sangat senang!* (I was very happy.)
- R : *Mengapa?* (Why?)

S1 : *Iya, bisa lebih jelas.* (Yes, it made us easier to understand the materials.)

### **TASK 3**

R : *Kita lanjutkan ke task 3 ya....* (Let us move on Task 3.)

Ss : *Ya, Miss!* (OK, Miss.)

R : *Ehm... Apakah Task 3 bisa meningkatkan kemampuan kalian dalam mendengarkan?* (Err... could Task 3 improve your listening skills?)

Ss : *Bisa, Miss!* (Yes, it could, Miss.)

R : *Apakah cerita lisan yang berjudul 'The Very Hungry Caterpillar' itu menarik dan bisa dipahami?* (Was the story entitled 'The Very Hungry Caterpillar' interesting and comprehensible?)

Ss : *Iya... Sangat menarik!* (Yes, it was.)

R : *Mengapa?* (Why?)

S1 : *Karena lucu... hehehe...* (Because it was funny...hehehe...)

R : *Apakah rangkaian kegiatan pada Task 3 menarik?* (Were the activities in Task 3 interesting?)

Ss : *Iya, Miss!* (Yes, they were, Miss.)

R : *Apakah kalian mengerjakan Task 3 secara sendiri- sendiri?* (Did you do task 3 individually?)

Ss : *Iya, Miss!* (Yes, we did, Miss.)

R : *Apakah kalian bisa mengerjakannya sendiri-sendiri?* (Could you do it individually?)

Ss : *Bisa!* (Yes, we could.)

R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 3?* (Were you active to do the activities in Task 3?)

Ss : *Iya!* (Yes, we did.)

R : *Apakah guru membacakan cerita dengan jelas?* (Did the teacher tell you the story clearly?)

Ss : *Iya, Miss.* (Yes, she did, Miss.)

R : *Apakah gambar-gambar yang digunakan guru memudahkan kalian dalam mengerjakan Task 3?* (Were the pictures used by the teacher helpful for you to do Task 3?)

Ss : *Iya!* (Yes, they were.)

### **TASK 4**

R : *Oke. Kita lanjutkan ke Task 4. Apakah Task 4 bisa meningkatkan kemampuan kalian dalam mendengarkan? Gimana, Fani?* (Well, let us continue to Task 4. Could Task 4 improve your listening skills? What do you think, Fani?)

S1 : *Bisa, Miss.* (Yes, it could, Miss.)

- R : *Apakah cerita dan gambar- gambar pada Task 4 menarik dan bisa dipahami?* (Were the story and the pictures in task 4 interesting and comprehensible?)
- Ss : *Iya, Miss!* (Yes, they were.)
- R : *Menurutmu gimana, Nindi?* (What do you think, Nindi?)
- S5 : *Menarik, Miss.* (They were interesting, Miss.)
- R : *Bisa dipahami tidak?* (Were they comprehensible?)
- S5 : *Bisa, Miss.* (Yes, they were, Miss.)
- R : *Apakah rangkaian kegiatan pada Task 4 menarik?* (Was the procedure in Task 4 interesting?)
- Ss : *Menarik!* (Yes, it was.)
- R : *Antin, menurut kamu gimana?* (What do you think, Antin?)
- S6 : *Menarik, Miss.* (It was interesting, Miss.)
- R : *Apakah kalian mengerjakan Task 4 secara sendiri- sendiri?* (Did you do Task 4 individually?)
- Ss : *Iya!* (Yes, we did.)
- R : *Kemarin bisa mengerjakan Task 4 sendiri tidak, Fendi?* (Could you do Task 4 individually, Fendi?)
- S2 : *Bisa, Miss.* (Yes, I could, Miss.)
- R : *Apakah kalian aktif dalam mengerjakan Task 4?* (Were you active in doing Task 4?)
- Ss : *Iya, Miss!* (Yes, we were, Miss.)
- R : *Apakah guru membacakan cerita pada Task 4 dengan jelas?* (Did the teacher tell you the story clearly?)
- Ss : *Iya!* (Yes, she did.)
- R : *Apakah guru memberikan pengarahan secara jelas?* (Did the teacher give the instructions clearly?)
- Ss : *Iya, Miss.* (Yes, she did.)

### **TASK 5**

- R : *Oke, selanjutnya Task 5. Apakah Task 5 bisa membantu meningkatkan pegetahuan kosakata kalia?* (The next is Task 5. Could Task 5 improve your vocabulary mastery?)
- Ss : *Iya, Miss.* (Yes, it could, Miss.)
- R : *Selain itu, di Task 5 ini kalian bisa berlatih apa?* (What is else?)
- S4 : *Anu miss....mengucapkan kata- kata dengan benar.* (Err...I could learn to pronounce the words correctly.)
- R : *Apakah daftar kosakata pada Task 5 bisa dipahami?* (Was the vocabulary list in Task 5 comprehensible?)
- Ss : *Iya!* (Yes, it was.)
- R : *Gambar- gambarnya gimana? Menurut kamu menarik nggak, Hesti?* (How about the pictures? Were they interesting, Hesti?)



- S4 :*Sangat menarik, Miss... berwarna- warni.* (They were very interesting, Miss. The pictures were colorful.)
- R :*Apakah rangkaian kegiatan pada Task 5 menarik?* (Was the procedure in Task 5 interesting?)
- Ss :*Iya, Miss!* (Yes, it was, Miss.)
- R :*Menurut kamu gimana, Fani?* (What do you think, Fani?)
- S1 :*Menarik, Miss.* (It was interesting, Miss.)
- R :*Apakah kalian bisa mengerjakan Task 5 secara sendiri- sendiri?* (Could you do Task 5 individually?)
- Ss :*Bisa!* (We could.)
- R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 5?* (Were you active to do the activities in Task 5?)
- Ss :*Iya, Miss.* (Yes, we were, Miss.)
- R :*Apakah guru membantu kalian jika kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)
- Ss :*Iya, Miss!* (Yes, she did, Miss.)
- R :*Apakah itu memudahkan kalian dalam mengerjakan Task ini?* (Was it helpful for you to do this Task?)
- S3 :*Sangat, Miss.* (It was so helpful, Miss.)

## **TASK 6**

- R :*Oke, kita lanjutkan ke Task 6. Apakah Task 6 bisa membantu kalian dalam meningkatkan kemampuan berbicara?* (Let us move on Task 6. Could task 6 help you to improve your speaking skills?)
- Ss :*Bisa!* (Yes, it could.)
- R :*Apa yang kalian pahami setelah mempelajari Task 6? Coba, Fani?* (What you got after learning Task 6? What do you think, Fani?)
- S1 :*Ehm...anu....* (Err....)
- R :*Apa yang kamu pelajari di Task 6? Ekspresi untuk mengungkapkan apa itu?* (What had you learn in Task 6? What expressions did you learn?)
- S1 :*Suka dan tidak suka, Miss!* (The expressions of like and dislike, Miss.)
- R :*Apakah dialog dan gambar pada task 7 itu menarik?* (Were the dialog and the picture interesting?)
- Ss :*Menarik, Miss.* (Yes, they were, Miss.)
- R :*Bisa dipahami tidak dialognya?* (Was the dialog comprehensible?)
- Ss :*Bisa!* (Yes, it was.)
- R :*Apakah rangkaian kegiatan pada Task 6 menarik?* (Was the procedure in Task 6 interesting?)
- Ss :*Menarik!* (Yes, it was.)
- R :*Mengapa?* (Why?)
- S4 :*Anu Miss...bisa mempraktikkan dialog...* (Err...we could practise the dialog, Miss.)

R : *O...bisa berlatih berbicara gitu ya?* (So, you could practise speaking, right?)  
 Ss : *Iya!* (That is right.)  
 R : *Apakah kalian bisa mengerjakan Task 6 secara berpasangan?* (Could you do task 6 in pairs?)  
 Ss : *Bisa!* (Yes, we could.)  
 R : *Suka tidak bekerja berpasangan gitu?* (Did you like doing it in pairs?)  
 Ss : *Suka, Miss!* (Yes, we did.)  
 R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 6?* (Were you active to do the activities in Task 6?)  
 Ss : *Iya, Miss!* (Yes, we were, Miss.)  
 R : *Apakah guru membantu kalian dalam memahami dialog pada Task ini?* (Did the teacher help you to understand the materials in Task 6?)  
 Ss : *Membantu!* (Yes, she did.)

### **TASK 7**

R : *Apakah Task 7 membantu kalian dalam memahami ungkapan untuk menyatakan suka dan tidak suka?* (Did Task 7 help you in understanding the expressions of like and dislike?)  
 Ss : *Iya, Miss.* (Yes, it did, Miss.)  
 R : *Apakah penjelasan pada Task 7 menarik dan bisa dipahami?* (Was the explanation in Task 7 interesting and comprehensible?)  
 S3 : *Hmm... ! Kurang, Miss.* (Uhh... No, it was not, Miss.)  
 R : *Kurang gimana?* (What do you mean?)  
 S3 : *Itu sulit dipahami.* (It was difficult to understand.)  
 S5 : *Iya Miss yang subjek-subjek itu.* (Especially the grammatical rules.)  
 R : *Oh, ya...terlalu rumit ya?* (I see. Was it too complex?)  
 Ss : *Iya!* (Yes, it was.)  
 R : *Apakah rangkaian kegiatan pada Task 7 menarik?* (Was the procedure in Task 7 interesting?)  
 S4 : *Hmm....* (Uhh....)  
 R : *Lha kok malah 'hmm' hayo?* (What do you mean?)  
 S4 : *Hahaha...* (Hahaha....)  
 R : *Apa lebih baik langsung dijelaskan gurunya saja?* (Was it better if the teacher explained earlier?)  
 Ss : *Iya, Miss! Haha...* (Yes, it was, Miss.)  
 R : *Apakah kalian bisa mengerjakan Task ini secara sendiri- sendiri?* (Could you do this task individually?)  
 Ss : *Bisa, Miss.* (Yes, we could, Miss.)  
 R : *Apakah kalian aktif dalam melakukan kegiatan pada Task 7?* (Were you active to do the activities in Task 7?)  
 Ss : *Iya, Miss!* (Yes, we were, Miss.)

- R :*Apakah guru memberikan penjelasan mengenai materi pada Task ini secara jelas?* (Did the teacher give explanation about the materials in this task clearly?)
- Ss :*Iya, Miss!* (Yes, she did, Miss.)
- R :*Kalian bisa memahami penjelasan guru?* (Could you understand the teacher's explanation?)
- Ss :*Bisa!* (Yes, we could.)

### **TASK 8**

- R :*Lanjut ke Task 8 ya...* (Let us move on to Task 8.)
- Ss :*Ya, Miss!* (OK, Miss.)
- R :*Kemarin di Task ini kalian bermain apa hayo?* (What game did you play in this task?)
- S3 :*Anu... Survey game!.* (Err... Survey Game.)
- R :*Nah... Apakah Task 8 bisa meningkatkan kemampuan berbicara kalian?* (All right. Could Task 8 improve your speaking skills?)
- Ss :*Bisa!* (Yes, it could.)
- R :*Apakah dialog bergambar pada Task 8 menarik dan bisa dipahami?* (Was the pictured dialog in Task 8 interesting and comprehensible?)
- S4 :*Sangat menarik, Miss!* (It was very interesting, Miss.)
- R :*Bisa dipahami?* (Was it comprehensible?)
- Ss :*Bisa!* (Yes, it was.)
- R :*Gambar-gambarnya menarik tidak?* (Were the pictures comprehensible?)
- Ss :*Menarik!* (Yes, they were.)
- R :*Apakah rangkaian kegiatan pada Task 8 menarik, Hesti?* (Were the activities in Task 8 interesting, Hesti?)
- S4 :*Sangat menarik!* (Those were very interesting.)
- R :*Menurut Fendi?* (What do you think, Fendi?)
- S2 :*Menarik, Miss!* (It was interesting, Miss.)
- R :*Senang tidak dengan permainan pada Task ini?* (Did you like the game in this Task?)
- Ss :*Senang!* (Yes, we did.)
- R :*Apakah kalian bisa bermain game pada task ini secara menyeluruh, bersama- sama teman sekelas?* (Could you play the game of this task in whole class?)
- Ss :*Bisa.* (Yes, we could.)
- R :*Suka nggak kerja bareng- bareng gitu?* (Did you like doing this task in whole class?)
- Ss :*Iya, Miss!* (Yes, we did, Miss.)
- R :*Apakah kalian aktif dalam melakukan kegiatan- kegiatan pada Task8?* (Were you active to do the activities in this task?)
- Ss :*Iya, Miss!* (Yes, we were.)

R : *Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)  
Ss : *Iya, Miss!* (Yes, she did, Miss.)

### **TASK 9**

R : *Task 9 ya... Apakah Task 9 bisa meningkatkan kemampuan kalian dalam berbicara?* (Let us continue to Task 9. Could Task 9 improve your speaking skills?)  
Ss : *Bisa!* (Yes, it could.)  
R : *Menurut kamu gimana Agnes?* (What do you think, Agnes?)  
S3 : *Bisa, Miss.* (Yes, it could, Miss.)  
R : *Apakah dialog bergambar pada Task 9 menarik?* (Was the pictured dialog in Task 9 interesting?)  
Ss : *Ya!* (Yes, it was.)  
R : *Menurut kamu bagaimana, Fan?*  
S1 : *Menarik.* (It was interesting.)  
R : *Bisa dipahami?* (Was it comprehensible?)  
S1 : *Bisa!* (Yes, it was.)  
R : *Apakah rangkaian kegiatan pada Task 9 menarik?* (Were the activities in Task 9 interesting?)  
Ss : *Ya, Miss!* (Yes, they were, Miss.)  
R : *Suka tidak?* (Did you like it?)  
Ss : *Suka!* (Yes, we did.)  
R : *Apakah kalian bisa mengerjakan Task ini secara berpasangan?* (Could you do this task in pairs?)  
Ss : *Bisa, Miss!* (Yes, we could, Miss.)  
R : *Apakah kalian aktif dalam melakukan kegiatan pada Task ini?* (Were you active to do the activities in this Task?)  
Ss : *Iya!* (Yes, we were.)  
R : *Apa yang kalian lakukan saat kalian mengalami kesulitan?* (What did you do when you found difficulties?)  
Ss : *Bertanya pada guru atau teman, Miss.* (Asking to the teacher or friends, Miss.)  
R : *Apakah guru memberikan penjelasan secara jelas mengenai materi pada Task 9?* (Did the teacher explain the materials in Task 9 clearly?)  
Ss : *Iya!* (Yes, she did.)  
R : *Apakah guru membantu kalian jika kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)  
Ss : *Iya, Miss.* (Yes, she did, Miss.)

### **TASK 10**

- R :*Apakah Task 10 bisa membantu membantu meningkatkan kemampuan berbicara kalian?* (Could Task 10 help you to improve your speaking skills?)
- Ss :*Bisa, Miss!* (Yes, it could, Miss.)
- R :*Apakah penjelasan pada Task 10 menarik dan bisa dipahami?* (Was the explanation in Task 10 interesting and comprehensible?)
- Ss :*Menarik, Miss!* (It was interesting, Miss.)
- R :*Bisa dipahami?* (Was it comprehensible?)
- Ss :*Bisa.* (It could be understood.)
- R :*Kalau dialog- dialog dan gambar- gambarnya itu gimana?* (How about the dialogs and the pictures?)
- Ss :*Menarik, Miss.* (Those were interesting, Miss.)
- R :*Bisa dipahami?* (Were they comprehensible?)
- Ss :*Bisa!* (Yes, they were.)
- R :*Apakah rangkaian kegiatan pada Task 10 menarik?* (Were the activities in Task 10 interesting?)
- Ss :*Ya, Miss!* (Yes, they were, Miss.)
- R :*Apakah kalian bisa mengerjakan Task 10 secara berpasangan?* (Could you do Task 10 in pairs?)
- Ss :*Bisa Miss!* (Yes, we could, Miss.)
- R :*Kesulitan tidak?* (Was it difficult?)
- Ss :*Tidak, Miss.* (No, it was not, Miss.)
- R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 10?* (Were you active to do the activities in Task 10?)
- Ss :*Iya, Miss.* (Yes, we were, Miss.)
- R :*Apakah guru membantu kalian dalam memahami materi pada Task 10?* (Did the teacher help you in understanding the materials in Task 10?)
- Ss :*Iya, Miss!* (Yes, she did.)
- R :*Apakah guru memberikan instruksi yang jelas?* (Did the teacher give the instructions clearly?)
- Ss :*Iya!* (Yes, she did.)
- R :*Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)
- Ss :*Membantu, Miss!* (Yes, she did, Miss.)

### **TASK 11**

- R :*Apakah Task 11 bisa membantu kalian dalam meningkatkan kemampuan berbicara?* (Could Task 12 help you to improve your speaking skills?)
- Ss :*Bisa, Miss.* (Yes, it could, Miss.)
- R :*Menurut kamu gimana, Nindi?* (What do you think, Nindi?)
- S5 :*Bisa, Miss.* (It could help me to improve my speaking skills, Miss.)

R :*Apakah gambar- gambar pada Task 11 menarik?* (Were the pictures in Task 11 interesting?)

S4 :*Sangat menarik.* (They were very interesting.)

R :*Apakah bisa dipahami? Menurut kamu gimana, Hesti?* (Were they comprehensible? What do you think, Hesti?)

S4 :*Bisa dipahami!* (They were comprehensible.)

R :*Apakah rangkaian kegiatan pada Task 11 menarik?* (Were the activities in Task 11 interesting?)

Ss :*Iya, Miss!* (Yes, it was, Miss.)

R :*Menurut kamu gimana, Fani?* (What do you think, Fani?)

S1 :*Menarik!* (It was interesting.)

R :*Apakah kalian bisa mengerjakan Task ini secara berpasangan?* (Could you do this task in pairs?)

Ss :*Bisa, Miss.* (Yes, we did, Miss.)

R :*Kesulitan apa tidak bekerjasama dengan pasanganmu?* (Was it difficult to work with your partners?)

Ss :*Tidak, Miss.* (No, it was not.)

R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 11?* (Were you active to do the activities in Task 11?)

Ss :*Iya, Miss!* (Yes, we did, Miss.)

R :*Apakah kalian bertanya pada guru jika kalian mengalami kesulitan?*(Did you ask to your teacher if you found difficulties?)

Ss :*Iya!* (Yes, we did.)

R :*Apakah guru memberikan perintah secara jelas?* (Did the teacher give the instructions clearly?)

Ss :*Iya, Miss.* (Yes, she did, Miss.)

R :*Apakah guru memantau kalian saat kalian bermain peran dengan teman kalian?*(Did the teacher observe you when you did the role-play activity?)

Ss :*Iya, Miss.* (Yes, she did, Miss.)

R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam melakukan kegiatan pada task ini?* (Did the teacher help you when you found difficulties in doing the activities in this task?)

Ss :*Iya!* (Yes, she did.)

## **TASK 12**

R :*Apakah Task 12 bisa membantu kalian dalam meningkatkan kemampuan membaca?* (Could Task 12 help you to improve your reading skills?)

Ss :*Iya, Miss.* (Yes, it could, Miss.)

R :*Menurutmu gimana, Hesti?* (What do you think, Hesti?)

S4 :*Bisa, Miss.* (Yes, it could, Miss.)

- R :*Apakah teks deskriptif bergambar dan gambar- gambar pada Task 13 menarik?* (Were the pictured descriptive text and the pictures in Task 13 interesting?)
- Ss :*Ya!* (Yes, they were.)
- R :*Bisa dipahami tidak, Fani?* (Were they comprehensible, Fani?)
- S1 :*Bisa dipahami, Miss.* (They were comprehensible, Miss.)
- R :*Menarik tidak, Hesti?* (Were they interesting, Hesti?)
- S4 :*Sangat menarik, Miss.* (They were very interesting, Miss.)
- R :*Mengapa?* (Why?)
- S4 :*Karena...anu...gambarnya warna- warni dan makananya bermacam- macam.* (Because...err...the pictures were colorful and there were various kinds of food.)
- R :*Apakah rangkaian kegiatan pada Task 12 menarik?* (Were the activities in Task 12 interesting?)
- Ss :*Iya!* (Yes, they were.)
- R :*Menurut kamu bagaimana, Tin?* (What do you think, Tin?)
- S6 :*Menarik, Miss.* (It was interesting, Miss.)
- R :*Kalian bisa tidak mengerjakan task ini secara sendiri- sendiri?* (Could you do this task individually?)
- Ss :*Bisa!* (Yes, we could.)
- R :*Gimana Fendi, bisa tidak?* (Could you do it individually, Fendi?)
- S2 :*Bisa, Miss.* (Yes, I could, Miss.)
- R :*Apakah kalian aktif dalam melakukan kegiatan pada task 12?* (Were you active to do the activities in Task 12?)
- Ss : *Ya, Miss!* (Yes, we were, Miss.)
- R :*Apakah kalian bertanya pada guru atau teman kalian jika kalian mengalami kesulitan?* (Did you ask to the teacher or your friends when you had difficulties?)
- Ss :*Iya!* (Yes, we did.)
- R :*Apakah guru membantu kalian saat mengalami kesulitan dalam mengerjakan task ini?* (Did the teacher help you when you found difficulties in doing the activity in this task?)
- Ss :*Iya!* (Yes, she did.)
- R :*Apakah guru membantu kalaian dalam memahami teks pada task ini?* (Did the teacher help you to understand the text in this task?)
- Ss :*Iya, Miss.* (Yes, she did, Miss.)

### **TASK 13**

- R :*Apakah task 13 bisa membantu kalian dalam meningkatkan kemampuan membaca?* (Could Task 13 help you to improve your reading skills?)
- Ss :*Bisa, Miss.* (Yes, it could, Miss.)

R :*Apakah kalimat- kalimat pernyataan pada Task 13 menarik?* (Were the statements in Task 13 interesting?)  
 Ss :*Iya, Miss!* (Yes, they were, Miss.)  
 R :*Menurutmu gimana Nin, bisa dipahami tidak?* (What do you think, Nin? Were they comprehensible?)  
 S5 :*Bisa, Miss.* (Yes, they were, Miss.)  
 R :*Menarik tidak, Hesti?* (Were they interesting, Hesti?)  
 S4 :*Menarik.* (They were very interesting.)  
 R :*Apakah rangkaian kegiatan pada Task 13 menarik?* (Was the procedure in Task 1 interesting?)  
 Ss :*Ya, Miss!* (Yes, it was, Miss.)  
 R :*Fendi, menurutmu gimana?* (What do you think, Fendi?)  
 S2 :*Menarik.* (It was interesting.)  
 R :*Apakah kalian bisa mengerjakan task ini secara sendiri- sendiri?* (Could you do this task individually?)  
 Ss :*Bisa!* (Yes, we could.)  
 R :*Fani bisa?* (Could you do it individually, Fani?)  
 S1 :*Bisa, Miss.* (Yes, I could, Miss.)  
 R :*Apakah kalian aktif dalam melakukan kegiatan pada task 13?* (Were you active to do the activities in Task 13?)  
 Ss :*Iya, Miss!* (Yes, we were, Miss.)  
 R :*Apakah guru memberikan perintah secara jelas?*(Did the teacher give the instructions clearly?)  
 Ss :*Iya!* (Yes, she did.)  
 R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan task ini?* (Did the teacher help you when you found difficulties in doing this task?)  
 Ss :*Iya, Miss!* (Yes, she did, Miss.)

#### **TASK 14**

R :*Menurut kamu, Nindi.... Apakah task 14 bisa membantu kalian dalam meningkatkan kemampuan membaca?* (Could Task 14 help you to improve your reading skills, Nindi?)  
 S5 :*Iya, Miss.* (Yes, it could, Miss.)  
 R :*Menurutmu gimana, Nes?Task ini bisa membantumu dalam meningkatkan kemampuan membaca tidak?* (What do you think, Agnes? Could this task help you to improve your reading skills?)  
 S3 :*Bisa, Miss.* (Yes, it could, Miss.)  
 R :*Apakah pertanyaan-pertanyaan pada Task 14 bisa dipahami?* (Were the questions in Task 14 comprehensible?)  
 Ss :*Iya!* (Yes, they were.)  
 R :*Menarik tidak?* (Were they interesting?)



Ss :*Menarik, Miss.* (Yes, they were, Miss.)  
 R :*Apakah rangkaian kegiatan pada Task 14 menarik?* (Were the activities in Task 14 interesting?)  
 Ss :*Menarik, Miss!* (Yes, they were, Miss.)  
 R :*Apakah kalian bisa mengerjakan task ini secara sendiri- sendiri?* (Could you do this task individually?)  
 Ss :*Bisa!* (Yes, we could.)  
 R :*Kesulitan apa tidak mengerjakan Task ini secara sendiri- sendiri?* (Was it difficult for you to do this Task individually?)  
 Ss :*Tidak!* (No, it was not.)  
 R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 14?* (Were you active to do the activities in Task 14?)  
 Ss :*Iya, Miss.* (Yes, we were, Miss.)  
 R :*Apakah guru memberikan perintah secara jelas?* (Did the teacher give the instructions clearly?)  
 Ss :*Iya, Miss.* (Yes, she did, Miss.)  
 R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan Task 14?* (Did the teacher help you when you found difficulties in doing Task 14?)  
 Ss :*Iya!* (Yes, she did.)

### **TASK 15**

R :*Apakah Task 15 bisa membantu kalian dalam memahami isi sebuah surat pribadi?* (Could Task 15 help you to understand the content of a personal letter?)  
 Ss :*Ya, Miss.* (Yes, it could, Miss.)  
 R :*Apakah contoh surat pribadi pada Task 15 menarik?* (Was the personal letter in Task 15 interesting?)  
 Ss :*Menarik!* (Yes, it was.)  
 R :*Bisa dipahami tidak?* (Was it comprehensible?)  
 Ss :*Bisa, Miss!* (Yes, it was, Miss.)  
 R :*Apakah rangkaian kegiatan pada Task 15 menarik?* (Were the activities in Task 15 interesting?)  
 Ss :*Iya, Miss.* (Yes, they were, Miss.)  
 R :*Menurut kamu gimana, Agnes?* (What do you think, Agnes?)  
 S3 :*Menarik, Miss.* (They were interesting, Miss.)  
 R :*Apakah kalian bisa mengerjakan task ini secara sendiri- sendiri?* (Could you do this task individually?)  
 Ss :*Bisa!* (Yes, we could.)  
 R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 15?* (Were you active to do the activities in Task 15?)  
 Ss :*Iya, Miss.* (Yes, we were, Miss.)

- R :*Apakah kalian bertanya pada guru atau teman kalian saat kalian mengalami kesulitan?* (Did you ask to the teacher or your friends when you found difficulties?)
- Ss :*Iya!* (Yes, we did.)
- R :*Apakah guru memberikan perintah secara jelas?* (Did the teacher give the instructions clearly?)
- Ss :*Iya!* (Yes, she did.)
- R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan Task 15?* (Did the teacher help you when you found difficulties in doing Task 15?)
- Ss :*Ya, Miss!* (Yes, she did.)
- R :*Apakah guru memberikan penjelasan tentang isi surat pribadi pada Task ini secara jelas?* (Did the teacher give the explanation about the personal letter in this task clearly?)
- Ss :*Iya!* (Yes, she did.)

### **TASK 16**

- R :*Menurut kamu, Nin... ehm... apakah Task 16 bisa membantu kalian dalam memahami cara menulis surat pribadi?* (Could Task 16 help you to understand about how to write a personal letter?)
- Ss :*Iya, Miss.* (Yes, it could, Miss.)
- R :*Apakah penjelasan pada Task 16 menarik?* (Was the explanation in Task 16 interesting?)
- Ss :*Menarik, Miss!* (It was interesting, Miss.)
- R :*Apakah bisa dipahami?* (Was it comprehensible?)
- Ss :*Bisa!* (Yes, it was.)
- R :*Apakah rangkaian kegiatan pada Task 16 menarik, Hesti?* (Were the activities in Task 16 interesting, Hes?)
- S4 :*Menarik.* (Yes, they were.)
- R :*Apakah kalian bisa mengerjakan task ini secara sendiri- sendiri?* (Could you do this task individually?)
- Ss :*Bisa, Miss!* (Yes, we could, Miss)
- R :*Apakah kalian aktif dalam melakukan kegiatan pada task ini?* (Were you active to do the activities in this task?)
- Ss :*Iya!* (Yes, we were.)
- R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan task ini?* (Did the teacher help you when you found difficulties in doing this task?)
- Ss :*Ya, Miss!* (Yes, she did.)
- R :*Apakah guru menjelaskan secara jelas tentang materi pada task ini?* (Did the teacher explain the materials in this task clearly?)
- Ss :*Iya, Miss!* (Yes, she, did, Miss.)

R :*Kalian bisa paham?* (Could you understand it?)  
Ss :*Bisa!* (Yes, we could.)

### **TASK 17**

R :*Apakah task 17 bisa membantu kalian dalam meningkatkan kemampuan menulis?* (Could Task 17 help you to improve your writing skills?)  
Ss :*Ya, Miss.* (Yes, it could, Miss.)  
R :*Apakah surat pada Task 17 menarik? Menurut kamu gimana, Fen?* (Was the letter in Task 17 interesting? What do you think, Fen?)  
S2 :*Menarik, Miss.* (It was interesting, Miss.)  
R :*Apakah itu bisa dipahami?* (Was it comprehensible?)  
S2 :*Bisa!* (Yes, it was.)  
R :*Apakah rangkaian kegiatan pada Task 17 menarik?* (Was the procedure in Task 17 interesting?)  
Ss :*Menarik!* (Yes, it was.)  
R :*Menurutmu gimana, Nin?* (What do you think, Nin?)  
S5 :*Menarik, Miss.* (It was interesting, Miss.)  
R :*Apakah kalian bisa mengerjakan Task 17 secara individu?* (Could you do Task 17 individually?)  
Ss :*Bisa!* (Yes, we could.)  
R :*Apakah kalian aktif dalam melakukan kegiatan pada task ini?* (Were you active to do the activities in this task?)  
Ss :*Ya, Miss!.* (Yes, we were.)  
R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan task ini?* (Did the teacher help you when you found difficulties in doing this task?)  
Ss :*Ya, Miss!* (Yes, she did.)  
R :*Apakah guru membantu kalian untuk memahami materi pada task ini?* (Did the teacher help you to understand the materials in this task?)  
Ss :*Iya!* (Yes, she, did.)

### **TASK 18**

R :*Apakah task 18 bisa membantu dalam meningkatkan kemampuan menulis kalian?* (Could Task 18 help you to improve your writing skills?)  
Ss :*Iya, Miss.* (Yes, it could, Miss.)  
R :*Iya gimana hayo maksudnya?* (What do you mean?)  
S3 :*Hehe...bisa...meningkatkan kemampuan menulis, Miss.* (Hehe... it could improve my writing skills, Miss.)  
R :*Apakah bagian- bagian surat pada Task 18 menarik dan bisa dipahami?* (Were the parts of the letter in Task 18 interesting and comprehensible?)  
Ss :*Iya!* (Yes, they were.)

- R :*Menurutmu gimana, Fan?* (What do you think, Fan?)
- S1 :*Menarik dan bisa dipahami, Miss.* (They were interesting and comprehensible, Miss.)
- R :*Apakah rangkaian kegiatan pada Task 18 menarik?* (Were the activities in Task 18 interesting?)
- Ss :*Iya, Miss!* (Yes, they were, Miss.)
- R :*Apakah kalian bisa mengerjakan task ini secara sendiri- sendiri?* (Could you do this task individually?)
- Ss :*Bisa!* (Yes, we could.)
- R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 18?* (Were you active to do the activities in Task 18?)
- Ss :*Iya, Miss!.* (Yes, we were, Miss.)
- R :*Apakah guru memantau kalian saat kalian mengerjakan task ini?* (Did the teacher observe you when you did this task?)
- Ss :*Iya, Miss!* (Yes, she did, Miss.)
- R :*Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)
- Ss :*Iya, Miss.... Membantu.* (Yes, she did, Miss. She helped us.)

### INTERVIEW TRANSCRIPT UNIT 3

(February 11, 2012)

#### Note

R :The researcher

S1 :Fani

S3 :Agnes

S5 :Nindi

Ss :The students

S2 :Fendi

S4 :Hesti

S6 :Antin

#### TASK 1

R : *Task 1 ya...* (Let's start from Task 1.)

Ss : *Ya Miss...* (OK, Miss.)

R : *Apakah dengan mempelajari Task 1 ini kalian bisa mendapatkan gambaran tentang topik yang akan dibahas?* (Could you imagine topic that would be learnt after studying Task 1?)

Ss : *Bisa, Miss!* (Yes, we could, Miss.)

R : *Menurutmu gimana, Nes?* (What do you think, Nes?)

S3 : *Bisa, Miss.* (Yes, I could, Miss.)

R : *Jadi, setelah mempelajari Task 1 itu, kamu bisa tau topik yang akan dipelajari?* (So, after studying Task 1, you could know the topic that would be learnt, right?)

Ss : *Iya!* (That's right.)

R : *Apakah dialog bergambar pada Task 1 menarik dan bisa dipahami?* (Was the pictured dialogue in Task 1 interesting and comprehensible?)

Ss : *Menarik!* (It was interesting)

R : *Bisa dipahami?* (Was it comprehensible?)

Ss : *Bisa, Miss!* (Yes, it was, Miss.)

R : *Apakah rangkaian kegiatan pada Task 1 menarik?* (Was the procedure in Task 1 interesting?)

Ss : *Ya, Miss!* (Yes, it was, Miss.)

R : *Apakah kalian bisa mengerjakan Task 1 secara sendiri- sendiri?* (Could you do Task 1 individually?)

Ss : *Bisa.* (Yes, we could.)

R : *Apakah kalian aktif dalam mengerjakan Task 1?* (Were you active in doing Task 1?)

Ss : *Iya!* (Yes, we were.)

R : *Apakah guru membantu kalian dalam memahami materi pada Task 1?* (Did the teacher help you to understand the materials in Task 1?)

Ss : *Membantu!* (Yes, she did.)

R : *Kalian merasa terbantu tidak dengan peran guru?* (Was the teacher role helpful?)

Ss : *Iya, Miss.* (Yes, it was, Miss.)

## **TASK 2**

R : *Task 2 ya...* (Let us move on Task 2)

Ss : *Ya, Miss.* (OK, Miss.)

R : *Apakah Task 2 dapat membantu kalian dalam meningkatkan pengetahuan kosakata?* (Could Task 2 help you to improve your vocabulary mastery?)

Ss : *Iya, Miss!* (Yes, it could, Miss.)

R : *Menurutmu gimana, Hesti?* (What do you think, Hesti?)

S4 : *Iya Miss.* (Yes, it could, Miss.)

R : *Apakah kosakata dan gambar-gambar pada task 2 menarik?* (Were the vocabulary and the pictures in Task 2 interesting?)

Ss : *Menarik!* (Yes, they were.)

R : *Bisa dipahami tidak?* (Were they comprehensible?)

Ss : *Bisa, Miss!* (Yes, they were, Miss.)

R : *Apakah rangkaian kegiatan pada Task 2 menarik?* (Were the activities in Task 2 interesting?)

Ss : *Menarik, Miss.* (Yes, they were, Miss.)

R : *Kalian suka tidak?* (Did you like it?)

Ss : *Suka!* (Yes, we did.)

R : *Apakah kalian bisa mengerjakan Task 2 secara sendiri- sendiri?* (Could you do Task 2 individually?)

Ss : *Bisa!* (Yes, we could.)

R : *Apakah kalian aktif dalam mengerjakan Task 2?* (Were you active in doing Task 2?)

Ss : *Iya!* (Yes, we were.)

R : *Apakah guru membantu kalian dalam memahami materi pada Task 2?* (Did the teacher help you to understand the materials in Task 2?)

Ss : *Iya, Miss!* (Yes, she did, Miss.)

## **TASK 3**

R : *Oke, sekarang Task 3 ya....* (OK. Let us move on Task 3.)

Ss : *Ya, Miss!* (OK, Miss.)

R : *Apakah Task 3 bisa membantu meningkatkan kemampuan kalian dalam mendengarkan?* (Could Task 3 help you to improve your listening skills?)

Ss : *Bisa!* (Yes, it could.)

R : *Apakah cerita lisan pada Task 3 menarik?* (Was the spoken story in Task 3 interesting?)

Ss : *Menarik!* (Yes, it was.)

R : *Bisa dipahami tidak?* (Was it comprehensible?)

Ss : *Bisa, Miss!* (Yes, it was, Miss.)

R : *Apakah rangkaian kegiatan pada Task 3 menarik?* (Were the activities in Task 3 interesting?)

Ss : *Iya, Miss!* (Yes, they were, Miss.)

- R : *Apakah kalian bisa mengerjakan Task 3 secara sendiri-sendiri?* (Could you do Task 3 individually?)
- Ss : *Bisa, Miss!* (We could.)
- R : *Apakah kalian aktif dalam mengerjakan Task 3?* (Were you active in doing Task 3?)
- Ss : *Iya, Miss!* (Yes, we were, Miss.)
- R : *Apakah guru membantu kalian dalam memahami materi pada task 3?* (Did the teacher help you to understand the materials in task 3?)
- Ss : *Iya, Miss!* (Yes, she did, Miss.)

#### **TASK 4**

- R : *Oke. Task 4. Apakah Task 4 bisa meningkatkan kemampuan mendengarkan kalian?* (OK. Now is Task 4. Could Task 4 improve your listening skills?)
- Ss : *Bisa!* (Yes, it could.)
- R : *Bisa meningkatkan kemampuan kalian dalam membaca tidak?* (Could it improve your reading skills?)
- Ss : *Bisa, Miss.* (Yes, it could, Miss.)
- R : *Jadi pada Task ini kalian bisa berlatih mendengarkan sekaligus membaca, ya?* (So, this task could help you to improve your listening and reading skills, right?)
- Ss : *Iya, Miss!* (That is right, Miss.)
- R : *Apakah kalimat- kalimat pada Task 4 bisa dipahami?* (Were the sentences in Task 4 comprehensible?)
- Ss : *Bisa dipahami, Miss!* (Yes, they were, Miss.)
- R : *Menarik apa tidak?* (Were they interesting?)
- Ss : *Menarik!* (Yes, they were.)
- R : *Apakah rangkaian kegiatan pada Task 4 menarik?* (Were the activities in Task 4 interesting?)
- Ss : *Iya, Miss!* (Yes, they were, Miss.)
- R : *Kalian senang?* (Were you happy?)
- Ss : *Senang!* (Yes, we were.)
- R : *Apakah kalian bisa mengerjakan Task 4 secara sendiri- sendiri?* (Could you do Task 4 individually?)
- Ss : *Bisa, Miss.* (Yes, we could, Miss.)
- R : *Fani bisa nggak kemarin?* (Could you do it individually, Fani?)
- Ss : *Bisa, Miss.* (Yes, I could, Miss.)
- R : *Apakah kalian aktif dalam mengerjakan Task 4?* (Were you active in doing Task 4?)
- Ss : *Ya, Miss!* (Yes, we were, Miss.)
- R : *Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan Task 4?* (Did the teacher help you when you found difficulties in doing Task 4?)

- Ss : *Iya!* (Yes, she did.)  
 R : *Apakah yang dilakukan guru itu mempermudah kalian dalam mengerjakan Task 4? Menurutmu gimana, Nes?* (Did what the teacher did help you in doing Task 4? What do you think, Nes?)  
 S3 : *Mempermudah, Miss.* (It was helpful, Miss.)

### **TASK 5**

- R : *Apakah Task 5 bisa membantu meningkatkan kemampuan kalian dalam mendengarkan? Menurutmu gimana Hesti?* (Could Task 5 help you in improving your listening skills? What do you think, Hesti?)  
 S4 : *Iya, bisa, Miss.* (Yes, it could, Miss.)  
 R : *Yang lain, menurut kalian gimana? Task 5 bisa membantu meningkatkan kemampuan mendengarkan tidak?* (How about the others? What do you think? Could Task 5 improve your listening skills?)  
 Ss : *Bisa!* (Yes, it could.)  
 R : *Apakah cerita dan pertanyaan- pertanyaan pada Task 5 menarik?* (Were the story and the questions in Task 5 interesting?)  
 Ss : *Menarik!* (Yes, they were.)  
 R : *Bisa dipahami?* (Were they comprehensible?)  
 Ss : *Bisa, Miss!* (Yes, they were, Miss.)  
 R : *Apakah rangkaian kegiatan pada Task 5 menarik?* (Was the procedure in Task 5 interesting?)  
 Ss : *Menarik, Miss!* (Yes, it was, Miss.)  
 R : *Menurutmu gimana Fen?* (What do you think, Fen?)  
 S2 : *Menarik, Miss.* (It was interesting, Miss.)  
 R : *Apakah kalian bisa mengerjakan Task 5 secara individu?* (Could you do Task 5 individually?)  
 Ss : *Bisa, Miss!* (Yes, we could, Miss.)  
 R : *Apakah kalian aktif dalam mengerjakan Task 5?* (Were you active in doing Task 5?)  
 Ss : *Iya!* (Yes, we were.)  
 R : *Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)  
 Ss : *Iya, Miss!* (Yes, she did, Miss.)

### **TASK 6**

- R : *Apakah Task 6 bisa membantu kalian dalam meningkatkan kemampuan berbicara?* (Could task 6 help you to improve your speaking skills?)  
 Ss : *Bisa, Miss!* (Yes, it could, Miss.)  
 R : *Apakah dialog dan gambar pada task 6 menarik?* (Were the dialog and the picture in Task 6 interesting?)



Ss : *Iya, Miss!* (Yes, they were, Miss.)  
 R : *Bisa dipahami nggak?* (Were they comprehensible?)  
 Ss : *Bisa!* (Yes, they were.)  
 R : *Apakah rangkaian kegiatan pada Task 6 menarik?* (Were the activities in Task 6 interesting?)  
 Ss : *Iya, Miss!* (Yes, they were, Miss.)  
 R : *Kalian suka tidak?* (Did you like the activities in this task?)  
 S4 : *Suka sekali.* (I liked it so much.)  
 R : *Mengapa?* (Why did you like it?)  
 S4 : *Ehm...karena bisa berlatih berbicara, Miss.* (Because I could practise speaking English, Miss.)  
 R : *Apakah kalian bisa mengerjakan Task 6 secara berpasangan?* (Could you do Task 6 in pairs?)  
 Ss : *Bisa, Miss.* (Yes, we could, Miss.)  
 R : *Apakah kalian aktif dalam mengerjakan Task ini?* (Were you active in doing this task?)  
 Ss : *Iya, Miss!* (Yes, we were, Miss.)  
 R : *Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)  
 Ss : *Iya, Miss.* (Yes, she did, Miss.)

### **TASK 7**

R : *Apakah Task 7 bisa membantu meningkatkan kemampuan berbicara kalian?* (Could task 7 help you to improve your speaking skills?)  
 Ss : *Bisa, Miss.* (Yes, it could, Miss.)  
 R : *Apakah dialog bergambar pada Task 7 bisa dipahami?* (Was the pictured dialog in Task 7 comprehensible?)  
 Ss : *Bisa, Miss.* (Yes, it was, Miss.)  
 R : *Menarik apa tidak?* (Was it interesting?)  
 S3 : *Sangat menarik, Miss.* (It was very interesting, Miss.)  
 R : *Apakah rangkaian kegiatan pada Task 7 menarik?* (Were the activities in Task 7 interesting?)  
 Ss : *Menarik!* (Yes, they were.)  
 R : *Mengapa?* (Why?)  
 S4 : *Gayeng, Miss. Hehe...* (It was fun, Miss. Hehe....)  
 R : *Apakah kalian bisa melakukan permainan 'guessing game' pada Task ini bareng bareng dengan teman sekelasmu?* (Could you play the guessing game in whole class?)  
 Ss : *Bisa, Miss.* (Yes, we could, Miss.)  
 R : *Pilih bareng-bareng dengan teman satu kelas atau berkelompok?* (Which do you prefer, doing it in whole class or in groups?)  
 S3 : *Enak berkelompok saja, Miss.* (It is better to do it in groups, Miss.)

R : *Mengapa?* (Why?)  
 S3 : *Anu... biar nggak terlalu gaduh, Miss.* (Err..in order to be not too noisy, Miss.)  
 R : *Apakah kalian aktif dalam melakukan permainan 'guessing game' pada Task 7?* (Were you active in doing the guessing game in Task 7?)  
 Ss : *Iya!* (Yes, we were.)  
 R : *Apakah guru membantu kalian jika kalian mengalami kesulitan pada Task ini?* (Did the teacher help you when you had difficulties in doing this task?)  
 Ss : *Iya.* (Yes, she did.)

### **TASK 8**

R : *Apakah Task 8 bisa membantu meningkatkan kemampuan berbicara kalian?* (Could Task 8 help you to improve your speaking skills?)  
 Ss : *Bisa, Miss.* (Yes, it could.)  
 R : *Mengapa? Agnes?* (Why? What do you think, Agnes?)  
 S3 : *Ehm... karena bisa berlatih berbicara di depan kelas, Miss.* (Because we could practise speaking in front of the class, Miss.)  
 R : *Oke.* (OK.)  
 R : *Apakah gambar dan kalimat-kalimat pada Task 8 menarik?* (Were the picture and the sentences in Task 8 interesting?)  
 Ss : *Menarik, Miss.* (It was interesting, Miss.)  
 R : *Mengapa kok menarik?* (What made it interesting?)  
 S1 : *Gambarnya lucu dan berwarna.* (The picture was so funny and colorful.)  
 R : *Bisa dipahami tidak itu kalimat-kalimatnya?* (Were the sentences comprehensible?)  
 Ss : *Bisa, Miss.* (Yes, they were, Miss.)  
 R : *Apakah rangkaian kegiatan pada Task 8 menarik?* (Was the procedure in Task 8 interesting?)  
 Ss : *Menarik, Miss.* (Yes, it was, Miss.)  
 R : *Nindi, menurut kamu gimana?* (What do think, Nindi?)  
 S5 : *Menarik, Miss* (It was interesting, Miss.)  
 R : *Suka?* (Did you like it?)  
 S5 : *Iya, Miss.* (Yes, I did.)  
 R : *Apakah kalian bisa berbicara di depan kelas satu per satu seperti kemarin?* (Could you speak in front of the class one by one yesterday?)  
 Ss : *Bisa, Miss.* (Yes, we could, Miss.)  
 R : *Jadi, nggak masalah ya....* (So, it was okay if you did it individually, right?)  
 Ss : *Iya, Miss!* (Yes, it was, Miss.)  
 R : *Apakah kalian aktif dalam mengerjakan Task ini?* (Were you active in doing this task?)  
 Ss : *Iya, Miss.* (Yes, we were, Miss.)

- R :*Apakah guru bisa memberikan penjelasan secara jelas?* (Could the teacher explain clearly?)  
 Ss : *Bisa.* (Yes, she could.)  
 R :*Menurut Antin gimana, penjelasan guru pada Task ini jelas tidak?* (What do you think, Antin? Was the teacher's explanation in this task clear?)  
 S6 :*Jelas Miss.* (It was clear, Miss.)  
 R :*Apakah guru membantu kalian ketika kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)  
 S6 :*Iya, Miss!* (Yes, she did, Miss.)

### **TASK 9**

- R :*Apakah Task 9 bisa membantu kalian dalam meningkatkan kemampuan membaca, khususnya untuk membaca nyaring?* (Could Task 9 improve your reading skill, especially in reading aloud?)  
 Ss :*Iya, Miss.* (Yes, it could.)  
 R :*Apakah surat pribadi pada Task 9 bisa dipahami?* (Was the personal letter in Task 9 comprehensible?)  
 Ss :*Bisa.* (Yes, it was.)  
 R :*Bagaimana Tin, menurutmu?* (What do you think, Antin?)  
 S6 :*Bisa dipahami, Miss.* (It was comprehensible, Miss.)  
 R :*Menarik apa tidak?* (Was it interesting?)  
 S6 :*Menarik!* (Yes, it was.)  
 R :*Apakah rangkaian kegiatan pada Task 9 menarik?* (Were the activities in Task 9 interesting?)  
 Ss :*Iya, Miss.* (Yes, they were, Miss.)  
 R :*Kalian suka?* (Did you like it?)  
 Ss :*Suka!* (Yes, we did.)  
 R :*Apakah kalian mengalami kesulitan saat membaca nyaring secara bersama-sama?* (Did you feel difficult when you read the text aloud together?)  
 Ss :*Tidak, Miss.* (No, we did not, Miss.)  
 R :*Kalau pas disuruh baca sendiri- sendiri gimana? Menurutmu sulit apa tidak, Nin?* (How about when you were asked to read it aloud one by one? What do you think, Nin? Was it difficult?)  
 S5 :*Iya, agak sulit, Miss.* (Yes, it was rather difficult, Miss.)  
 R :*Tapi kan dibantu guru...jadi nggak apa-apa kan kalo kalian diminta membaca nyaring satu per satu?* (But the teacher helped you, right? So it was not a matter if you were asked to read it aloud one by one, right?)  
 Ss :*Iya, Miss.* (That is right, Miss.)  
 R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 9?* (Were you active in doing the activities in Task 9?)  
 Ss :*Iya, Miss.* (Yes, we were, Miss.)

- R :*Apakah guru memberikan contoh dalam membaca nyaring pada Task 9?* (Did the teacher give you examples to read aloud in Task 9?)  
 Ss : *Iya, Miss.* (Yes, she did, Miss.)  
 R :*Apakah guru membantu kalian saat kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)  
 Ss : *Iya!* (Yes, she did.)

### **TASK 10**

- R :*Apakah Task 10 bisa membantu dalam meningkatkan kemampuan membaca kalian?* (Could Task 10 help you to improve your reading skill?)  
 Ss : *Bisa.* (Yes, it could.)  
 R :*Menurutmu gimana, Fen?* (What do you think, Fen?)  
 S2 : *Bisa, Miss.* (Yes, it could, Miss.)  
 R :*Apakah kalimat- kalimat pada Task 10 bisa dipahami?* (Were the sentences in Task 10 comprehensible?)  
 Ss : *Bisa!* (Yes, they were.)  
 R :*Menurutmu gimana, Hes? Bisa dipahami nggak?* (What do you think, Hes? Were they comprehensible?)  
 S4 : *Bisa, Miss.* (Yes, they were, Miss.)  
 R :*Menarik apa tidak?* (Were they interesting?)  
 S4 : *Menarik!* (Yes, they were.)  
 R :*Apakah rangkaian kegiatan pada Task 10 menarik?* (Were the activities in Task 10 interesting?)  
 Ss : *Iya, Miss.* (Yes, they were, Miss.)  
 R :*Menurutmu gimana, Fani?* (What do you think, Fani?)  
 S1 : *Menarik, Miss.* (They were interesting, Miss.)  
 R :*Apakah kalian bisa mengerjakan task ini secara sendiri- sendiri?* (Could you do this task individually?)  
 Ss : *Bisa!* (Yes, we could.)  
 R :*Apakah kalian aktif dalam mengerjakan Task ini?* (Were you active in doing this task?)  
 Ss : *Iya, Miss.* (Yes, we were.)  
 R :*Apakah guru memantau kalian saat kalian mengerjakan Task 10?* (Did the teacher observe you when you do Task 10?)  
 Ss : *Iya!* (Yes, she did.)  
 R :*Apakah guru membantu kalian jika kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)  
 Ss : *Iya, Miss.* (Yes, she did, Miss.)

### **TASK 11**

- R : *Apakah Task 11 bisa membantu dalam meningkatkan kemampuan membaca kalian?* (Could Task 11 help you to improve your reading skills?)
- Ss : *Iya, Miss.* (Yes, it could, Miss.)
- R : *Menurut kamu gimana, Nes?* (What do you think, Nes?)
- S3 : *Bisa, Miss.* (Yes, it could, Miss.)
- R : *Bisa apa hayo?* (What do you mean?)
- S3 : *Bisa...anu...meningkatkan kemampuan membaca.* (It could improve my reading skills.)
- R : *Apakah kalimat- kalimat pada Task 11 bisa dipahami?* (Were the sentences sin Task 11 comprehensible?)
- Ss : *Bisa.* (Yes, they were.)
- R : *Menarik atau tidak?* (Were they interesting?)
- Ss : *Menarik!* (Yes, they were.)
- R : *Apakah rangkaian kegiatan pada Task 11 menarik?* (Were the activities in Task 11 interesting?)
- Ss : *Iya.* (Yes, they were.)
- R : *Menurutmu gimana, Fendi?* (What do you think, Fendi?)
- S2 : *Menarik, Miss.* (Those were interesting, Miss.)
- R : *Apakah kalian mengerjakan task 11 secara sendiri- sendiri?* (Did you do Task 11 individually?)
- Ss : *Iya, Miss.* (Yes, we did.)
- R : *Bisa tidak mengerjakan sendiri-sendiri?* (Could you do it individually?)
- Ss : *Bisa!* (Yes, we could.)
- R : *Apakah kalian aktif dalam melakukan rangkaian kegiatan pada task 11?* (Were you active to do the activities in Task 11?)
- Ss : *Iya, Miss.* (Yes, we were, Miss.)
- R : *Apakah jika mengalami kesulitan kalian bertanya pada guru?* (Did you ask to the teacher when you had difficulties?)
- Ss : *Iya!* (Yes, we did.)
- R : *Apakah guru membantu kalian jika kalian mengalami kesulitan dalam mengerjakan task 11?* (Did the teacher help you when you found difficulties in doing Task 11?)
- Ss : *Iya!* (Yes, she did.)

### **TASK 12**

- R : *Apakah Task 12 bisa membantu dalam meningkatkan kemampuan membaca kalian?* (Could Task 12 help you to improve your speaking skills?)
- Ss : *Bisa!* (Yes, it could.)
- R : *Jadi dengan mengerjakan task 12 kalian bisa berlatih memahami teks bacaan kan?* (So, by doing Task 12 you could learn to understand the text, right?)

Ss :*Iya, Miss.* (That is right, Miss.)  
 R :*Apakah teks deskriptif bergambar pada Task 12 menarik?* (Was the pictured descriptive text in Task 12 interesting?)  
 Ss :*Menarik!* (Yes, it was.)  
 R :*Kenapa Hesti kok tertawa?* (Why do you laugh, Hesti?)  
 S4 :*Haha... gambarnya lucu, Miss... Wajah orangnya kotak...haha...* (The picture was so funny, Miss. The woman's face was square...haha...)  
 R :*Haha...terus teks pada task 12 itu bisa dipahami tidak?* (Haha... Was the text comprehensible?)  
 Ss :*Bisa!* (Yes, it was.)  
 R :*Apakah rangkaian kegiatan pada Task 12 menarik?* (Were the activities in Task 12 interesting?)  
 Ss :*Menarik!* (Yes, they were.)  
 R :*Menurut kamu gimana, Nindi?* (What do you think, Nindi?)  
 S5 :*Menarik, Miss.* (Those were interesting, Miss.)  
 R :*Apakah kalian mengerjakan task 12 secara individu?* (Did you do Task 12 individually?)  
 Ss :*Iya!* (Yes, we did.)  
 R :*Kesulitan tidak kalau mengerjakan Task ini sendiri- sendiri?* (Did you feel difficult to do this task individually?)  
 Ss :*Tidak, Miss.* (No, we did not, Miss.)  
 R :*Apakah kalian aktif dalam melakukan kegiatan pada task 12?* (Were you active to do the activities in this task?)  
 Ss :*Iya!* (Yes, we were.)  
 R :*Apakah guru membantu kalian jika kalian mengalami kesulitan dalam mengerjakan Task 12?* (Did the teacher help you when you found difficulties in doing Task 12?)  
 Ss :*Iya.* (Yes, she did.)  
 R :*Apakah guru menjelaskan materi pada Task ini dengan jelas?* (Did the teacher give the explanation about the materials in this task clearly?)  
 Ss :*Iya, Miss.* (Yes, she did, Miss.)

### **TASK 13**

R :*Apakah Task 13 bisa membantu kalian dalam meningkatkan kemampuan memahami teks bacaan?* (Could Task 13 help you to improve your skill on comprehending texts?)  
 Ss :*Bisa!* (Yes, it could.)  
 R :*Apakah teks deskriptif bergambar pada Task 13 menarik?* (Was the pictured descriptive text in Task 13 interesting?)  
 Ss :*Menarik, Miss.* (Yes, it was, Miss.)  
 R :*Bisa dipahami tidak?* (Was it comprehensible?)  
 Ss :*Bisa, Miss.* (Yes, it was, Miss.)

- R :*Apakah rangkaian kegiatan pada Task 13 menarik?* (Were the activities in Task 13 interesting?)
- Ss :*Iya.* (Yes, they were.)
- R :*Menurut kamu bagaimana, Fendi? Menarik apa tidak?* (What do you think, Fendi? Were they interesting?)
- Ss :*Iya, Miss.* (Yes, they were, Miss.)
- R :*Apakah kalian mengerjakan Task 13 secara sendiri-sendiri?* (Did you Task 13 individually?)
- Ss :*Iya, Miss.* (Yes, we did, Miss.)
- R :*Bisa?* (Could you do it individually?)
- Ss :*Bisa!* (Yes, we could.)
- R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 13?* (Were you active in doing the activities in Task 1?)
- Ss :*Aktif, Miss.* (Yes, we were, Miss.)
- R :*Apakah guru memntau kalian saat kalian mengerjakan Task ini?* (Did the teacher observe you when you did this task?)
- Ss :*Iya...* (Yes, she did.)
- R :*Apakah guru membantu kalian saat mengalami kesulitan?* (Did the teacher help you when you found difficulties?)
- Ss :*Iya, Miss.* (Yes, she did, Miss.)

#### **TASK 14**

- R :*Apakah dengan mengerjakan task 14 kalian bisa berlatih memahami teks yang kalian baca?* (Did by doing Task 14 you can practise comprehending a text that you read?)
- Ss :*Iya, Miss.* (Yes, we did, Miss.)
- R :*Menurutmu gimana, Agnes?* (What do you think, Agnes?)
- S3 :*Bisa, Miss.* (Yes, I could, Miss.)
- R :*Bisa apa maksudnya?* (What do you mean?)
- S3 :*Bisa berlatih memahami teks bacaan, Miss.* (I could practise comprehending a text, Miss.)
- R :*Apakah teks dan pernyataan- pertanyaan pada Task 14 bisa dipahami?* (Were the text and the questions in Task 14 comprehensible?)
- Ss :*Bisa!* (Yes, they were.)
- R :*Menarik apa tidak?* (Were they interesting?)
- Ss :*Iya, Miss.* (Yes, they were, Miss.)
- R :*Apakah rangkaian kegiatan pada Task 14 menarik?* (Were the activities in Task 14 interesting?)
- Ss :*Ya, Miss.* (Yes, they were, Miss.)
- R :*Suka tidak?* (Did you like it?)
- Ss :*Suka...* (Yes, we did.)

- R :*Apakah kalian mengerjakan Task 14 secara individu?* (Did you do Task 14 individually?)
- Ss :*Iya, Miss.* (Yes, we did, Miss.)
- R :*Bisa mengerjakan sendiri- sendiri?* (Could you do it individually?)
- Ss :*Bisa....* (Yes, we could.)
- R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 14?* (Were you active in doing the activities in Task 14?)
- Ss : *Iya!* (Yes, we were.)
- R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan Task 14?* (Did the teacher help you when you found difficulties in doing Task 14?)
- Ss :*Iya, Miss!* (Yes, she did, Miss.)

### **TASK 15**

- R :*Apakah Task 15 bisa membantu kalian dalam meningkatkan kemampuan membaca dan menulis, khususnya dalam memahami pesan singkat?* (Could Task 15 help you to improve your reading and writing skills, especially in comprehending short functional texts?)
- Ss :*Bisa, Miss!* (Yes, it could, Miss.)
- R :*Apakah contoh pesan singkat pada Task 15 bisa dipahami?* (Was the short message in Task 15 comprehensible?)
- Ss :*Iya, Miss.* (Yes, it was, Miss.)
- R :*Menurutmu gimana Hesti?* (What do you think, Hesti?)
- S4 :*Bisa dipahami, Miss.* (It was comprehensible, Miss.)
- R :*Menarik apa tidak?* (Was it interesting?)
- S4 :*Menarik!* (Yes, it was.)
- R :*Apakah rangkaian kegiatan pada Task 15 menarik?* (Were the activities in Task 15 interesting?)
- Ss :*Iya, Miss.* (Yes, they were, Miss.)
- R :*Menurutmu gimana, Fani?* (What do you think, Fani?)
- S1 :*Menarik, Miss.* (They were interesting, Miss.)
- R :*Apakah kalian mengerjakan task 15 secara sendiri- sendiri?* (Did you do this task individually?)
- Ss :*Iya, Miss.* (Yes, we did, Miss.)
- R :*Bisa mengerjakan sendiri- sendiri?* (Could you do it individually?)
- Ss :*Bisa.* (Yes, we could.)
- R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 15?* (Were you active in doing the activities Task 15?)
- Ss : *Aktif, Miss.* (Yes, we were, Miss.)
- R :*Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan Task ini?* (Did the teacher help you when you found difficulties in doing this task?)



Ss :*Iya!* (Yes, she did.)

### **TASK 16**

R :*Apakah Task 16 bisa membantu kalian dalam memahami bagian-bagian dari sebuah pesan singkat?* (Could Task 16 help you to understand the generic structure of a short message?)

Ss :*Iya!* (Yes, it could.)

R :*Apakah dengan mempelajari materi pada Task 16 kalian menjadi paham tentang bagaimana cara menulis sebuah pesan singkat?* (Did by studying the materials in Task 16 you understand how to write a short message?)

Ss :*Iya, Miss.* (Yes, we did, Miss.)

R :*Apakah penjelasan pada Task 16 bisa dipahami?* (Was the explanation in Task 16 comprehensible?)

Ss :*Iya, Miss.* (Yes, it was, Miss.)

R :*Menurut kamu gimana, Antin?* (What do you think Antin?)

S6 :*Bisa dipahami, Miss.* (It was comprehensible, Miss.)

R :*Menarik apa tidak?* (Was it interesting?)

Ss :*Iya!* (Yes, it was.)

R :*Apakah rangkaian kegiatan pada Task 16 menarik?* (Were the activities in Task 16 interesting?)

Ss :*Iya!* (Yes, they were.)

R :*Menurut kamu gimana, Fani?* (What do you think, Fani?)

S1 :*Menarik, Miss.* (Those were interesting, Miss.)

R :*Apakah kalian mengerjakan Task 16 secara sendiri- sendiri?* (Did you do Task 16 individually?)

Ss :*Iya, Miss.* (Yes, we did.)

R :*Kesulitan tidak kalau mengerjakan task ini secara sendiri- sendiri?* (Did you feel difficult to do this task individually?)

Ss :*Tidak!* (No, we did not.)

R :*Apakah kalian aktif dalam melakukan kegiatan pada Task 16?* (Were you active in doing the activities in Task 16?)

Ss :*Aktif, Miss.* (Yes, we were, Miss.)

R :*Apakah guru menjelaskan materi pada Task 16 secara jelas?* (Did the teacher explain about the materials in Task 16 clearly?)

Ss :*Iya, Miss.* (Yes, she did, Miss.)

R :*Apakah guru membantu kalian jika kalian mengalami kesulitan?* (Did the teacher help you when you found difficulties?)

Ss :*Iya!* (Yes, she did.)

### **TASK 17**

- R : *Apakah Task 17 bisa membantu kalian untuk meningkatkan kemampuan menulis, terutama dalam menulis pesan singkat?* (Could Task 17 help you to improve your writing skills, especially in writing short messages?)
- Ss : *Bisa!* (Yes, it could.)
- R : *Menurutmu gimana, Fani??* (What do you think, Fani?)
- S1 : *Bisa, Miss.* (Yes, it could, Miss.)
- R : *Apakah pesan- pesan singkat pada Task 17 menarik?* (Were the short messages in Task 17 interesting?)
- Ss : *Menarik!* (Yes, they were.)
- R : *Menurutmu gimana, Antin?* (What do you think, Antin?)
- S6 : *Menarik, Miss.* (Those were interesting, Miss.)
- R : *Bisa dipahami apa tidak?* (Were they comprehensible?)
- S6 : *Bisa!* (Yes, they were.)
- R : *Apakah rangkaian kegiatan pada Task 17 menarik?* (Were the activities in Task 17 interesting?)
- Ss : *Iya, Miss!* (Yes, they were, Miss.)
- R : *Apakah kalian mengerjakan Task 17 secara sendiri- sendiri?* (Did you do Task 17 individually?)
- Ss : *Iya, Miss.* (Yes, we did, Miss.)
- R : *Apakah kalian bisa mengerjakannya secara individu?* (Could you do it individually?)
- Ss : *Bisa.* (Yes, we could.)
- R : *Apakah kalian aktif dalam melakukan kegiatan-kegiatan pada Task ini?* (Were you active in doing the activities in this task?)
- Ss : *Iya, Miss!* (Yes, we were, Miss.)
- R : *Apakah guru membantu kalian saat kalian mengalami kesulitan dalam mengerjakan Task 17?* (Did the teacher help you when you found difficulties in doing Task 17?)
- Ss : *Iya!* (Yes, she did.)
- R : *Apakah guru mengajak kalian mendiskusikan materi pada Task 17?* (Did the teacher invite you to discuss the materials in task 17?)
- Ss : *Iya, Miss.* (Yes, she, did, Miss.)
- R : *Apakah penjelasan guru membuat kalian paham tentang materi pada Task ini?* (Could the teacher's explanation make you understand the materials in this task?)
- Ss : *Bisa, Miss.* (Yes, it could, Miss.)

### **TASK 18**

- R : *Apakah Task 18 bisa membantu meningkatkan kemampuan menulis kalian?* (Could Task 18 help you to improve your writing skills?)
- Ss : *Bisa!* (Yes, it could.)

R :*Menurutmu gimana, Fendi?* (What do you think Fendi?)  
 S2 :*Bisa, Miss.* (Yes, it could, Miss.)  
 R :*Apakah kalimat- kalimat pada task 18 bisa dipahami?* (Were the sentences in task 18 comprehensible?)  
 Ss :*Bisa, Miss.* (Yes, they were, Miss.)  
 R :*Menarik apa tidak?* (Were they interesting?)  
 Ss :*Menarik!* (Yes, they were.)  
 R :*Apakah rangkaian kegiatan pada Task 18 menarik?* (Were the activities in Task 18 interesting?)  
 Ss :*Iya!* (Yes, they were.)  
 R :*Menurutmu gimana, Agnes?* (What do you think, Agnes?)  
 S3 :*Menarik, Miss.* (They were interesting, Miss.)  
 R :*Apakah kalian mengerjakan Task 18 secara sendiri- sendiri?* (Did you do Task 18 individually?)  
 Ss :*Iya, Miss.* (Yes, we did, Miss.)  
 R :*Kesulitan apa tidak?* (Did you feel difficult to do it individually?)  
 Ss :*Tidak, Miss.* (No, we did not, Miss.)  
 R :*Apakah kalian aktif dalam melakukan kegiatan pada Task ini?* (Were you active to do the activities this task?)  
 Ss :*Iya!* (Yes, we were.)  
 R :*Apakah guru membantu kalian saat kalian mengalami kesulitan pada Task ini?* (Did the teacher help you when you found difficulties in this task?)  
 Ss :*Iya!* (Yes, she did.)  
 R :*Apakah guru memberikan pengarahan dengan jelas?* (Did the teacher give the instructions clearly?)  
 Ss :*Iya, Miss.* (Yes, she did, Miss.)  
 R :*Kalian bisa paham dengan pengarahan guru, Fani?* (Could you understand the teacher's instructions?)  
 S1 :*Bisa, Miss.* (Yes, I could, Miss.)